
KG2
Connect
Term 1
Teacher's Guide
2022-2023
غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم والتعليم الفني

KG2



Connect

Term 1

Teacher's Guide



Shona Evans

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future.

At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level. This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally-- curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Reda Hegazy

Minister of Education and Technical Education

Contents

Scope and sequence

Theme	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Who am I?	1 Hop, skip, jump	climb, hop, jump, kick, run, skip	I can (jump). I can (jump), too. Well done!	k: kick, kite t: teddy bear, two K: Karim T: Talia	**Critical thinking: Observation:** Match and say **Problem solving:** It's Sports Day! **Decision making:** Look and draw	**Independence:** Let's be healthy!	**Preventative health:** It's Sports Day, Let's be healthy!	**Math:** Counting 1-10, Play time
	2 I play music	drum, guitar, piano, flute, triangle	I play the (piano). I play the (piano), too.	g: guitar, green p: piano, pink G: Gamila P: Peter	**Problem solving:** A talent show **Collaboration:** Let's work together! **Creativity:** Think, draw and color	**Independence:** Show and tell **Sharing:** Let's work together!	**Community participation:** Let's work together!	**Music:** Instruments in the class
The world around me	3 My home	bathroom, bedroom, garden, house, kitchen, living room	Where's (Dina)? She's in the (bathroom).	i: in, ink, insect u: up, umbrella I: Injy U: Uncle	**Problem solving:** Hide and seek, Play time **Self-management:** Let's do it ourselves! **Respect for diversity:** Homes in Egypt	**Independence:** Let's do it ourselves! **Tolerance and acceptance of others:** Homes in Egypt	**Loyalty and belonging:** Homes in Egypt	**Social Studies:** Homes in Egypt
	4 My day	get up, go to bed, go to school, have breakfast, have lunch, have dinner, play with friends	I (get up). I (have breakfast).	l: leg, lion, lemon q: quiet L: Lamya Q: Queen	**Problem solving:** Busy Bee's day **Self-management:** Let's get ready!, Day and night **Communication:** Show and tell **Critical thinking: Observation, Creating relationships:** Day and night	**Appreciation of science:** Day and night **Independence:** Show and tell	**Community participation:** My daily routine	**Science:** Day and night
	Review 1	Revision from units 1-4			**Communication:** Acting	**Participation:** Board game, Acting		

Introduction

Connect KG2 is the second level of an exciting new course for kindergarten learners. Using the latest methodological techniques for kindergarten classes, the course takes the children on a learning journey which is full of fun, engaging activities with friendly characters in a familiar world.

Aims of the course

The course is based on activities to develop oral and listening skills in English as well as introducing the alphabet and basic phonetic sounds. It has a background in the cognitive-developmental theory which supports and guides children as they construct their own understanding of the world. The course has been designed in alignment with the curriculum framework set by the Ministry's Center for Curriculum and Instructional Materials Development (CCIMD).
The course was developed to support teachers and students to achieve the objectives of the curriculum reform at the heart of the Egyptian Vision 2030. It was carefully designed to support whole child development; it not only supports the language development of the child, but also attends to their physical, cognitive, emotional and socio-cultural needs. Therefore, the activities combine life skills, values, issues and challenges, and Content and Language Integrated Learning (CLIL) with songs, games, stories and projects. This is done in order to create a comprehensive, successful, first steps learning experience.

Each level is divided into four main themes: *Who am I? The world around me*, *How the world works*, and *Communication*. These encourage students to gradually develop their understanding of themselves, their environment and their citizenship.

Topics

Connect KG2 builds on the knowledge that students have gained in KG1, although it is suitable for complete beginners too. The context of the book reflects the children's immediate environment, so the topics draw on their knowledge and subsequently motivate them to discover more about the world through English. Topics in *Connect KG2* include actions, musical instruments, home, daily routines, food, animals, jobs and games.

The main characters

Adam and Dina are the main child characters. They are a brother and sister who live with their immediate family. They go to a kindergarten and have two close friends, Laila and Youssef. The characters are learning about their environment and the world around them, so students studying the course learn with them.
Busy Bee is a kind, wise, responsible and knowledgeable queen bee. She guides the characters as they develop and grow as individuals. She appears in the stories to help the children solve little problems concerning life skills, such as self-confidence, empathy and helping others. Busy Bee is represented throughout the course in the activity icons, which clearly show students what kind of activity it is.

Course outline

The course has the following components:

Student's Book

The Student's Book consists of two terms. Each term has four main units plus one review unit. Each main unit consists of twelve pages, which equate to six lessons, plus at least two *Play time* pages. Each unit is carefully aligned to the curriculum standards and learning outcomes.
Each unit has an appropriate topic for young children. The six lessons in each main unit include a variety of the following features:

- presentation of vocabulary in the context of an illustration, which is clearly presented and practiced through a song
- a story featuring the vocabulary in the context of chunks of useful language
- deeper exploration of life skills, values and issues
- listening and speaking practice of the target language of the unit

Introduction

- phonics presentation and practice including listening, speaking, tracing and writing tasks
- integrated content from other curriculum areas, with a focus on Math and Science, as well as Art and Social Studies
- a project in which students complete a craft project and present it using the unit vocabulary
- a show and tell activity
- a unit review section

After each main unit, there are at least two pages of *Play time* activities. These pages are extra material designed for students to work independently. They revise known language so they can be assigned at any time. They are ideal for fast finishers. However, since these pages are extra revision material, it is not vital that these pages are completed. They are intended to be extra fun tasks only and are not compulsory.

The review units at the end of each term are designed to practice and consolidate the language students learned so far.

At the end of the book are a selection of cut out materials to be used as interactive resources. Full guidance about when to use these are given in the Teacher's Guide notes.

Teacher's Guide

A full-color Teacher's Guide includes every page of the Student's Book set opposite the accompanying notes. Answers to all questions can be found in these Student's Book pages. This comprehensive guide provides detailed lesson plans on how to teach all activities, and suggested key teacher language. Audioscripts for all the recorded material are also provided.

Each lesson begins with a lesson box highlighting objectives, vocabulary, key language and additional material required for the lesson, including any other materials that may need to be prepared beforehand.

Step-by-step teaching notes suggest how to approach the lesson. Every lesson begins with suggested warm up activities to revise language from previous lessons. The notes suggest many ideas about how to access previous knowledge and experiences within new topics. There are fast finisher activities and practice game suggestions at the end of each lesson.

CD

The audio CD includes all the recorded material with age-appropriate songs and stories, which were carefully written and produced for the age group.

Digital materials

Links are included throughout the Teacher's Guide to animated videos of the songs and stories. Animation brings the story content to life and additional fun and action to the songs. There are also supporting videos for some integrated curriculum content to help teachers to explain more difficult concepts.

How to use the course

Unit walkthrough

There are two Student's Book pages for each lesson. Each lesson has a particular focus.

Vocabulary

Students listen to the new words and find the items in the picture.

The artwork is bright and colorful with lots of details for students to find and discuss.



Students then listen to the song and sing along as much as they can. They can also sing on their own with the karaoke version of the song.

The word box shows the new words of the unit. The words are in blue because students are not expected to be able to read them. Words will be presented in black for students to read later on.

Vocabulary Unit 3
1 Look, listen, and number
2 Look and say

Confidence with new language is gradually built up through fun activities.

The language and vocabulary in each lesson is clearly presented to teachers and parents in the footer.

Vocabulary: *bathroom, bedroom, garden, house, kitchen, living room*

Introduction

Story

The activities are clearly shown to students with the fun icons of Busy Bee.



Children in kindergarten are learning lots of new skills.
The *Look and learn* feature helps students to focus on these skills.

Every story in the course presents a minor problem that must be solved by the characters. At this point, the teacher can pause the CD and discuss the problem with the students.

The lesson works towards children using language to express themselves.

Life skills, Values and Issues

Life skills, values and issues are integrated throughout the course, but there are also specific lessons focusing on these learning points.



Introduction

Listening and speaking

The focus of this lesson is for students to practice the target language in a fun listening and speaking activity.

First, students listen to sample dialogs and point to the corresponding pictures on the page.

By the end of the lesson, students should be comfortable using the language independently.



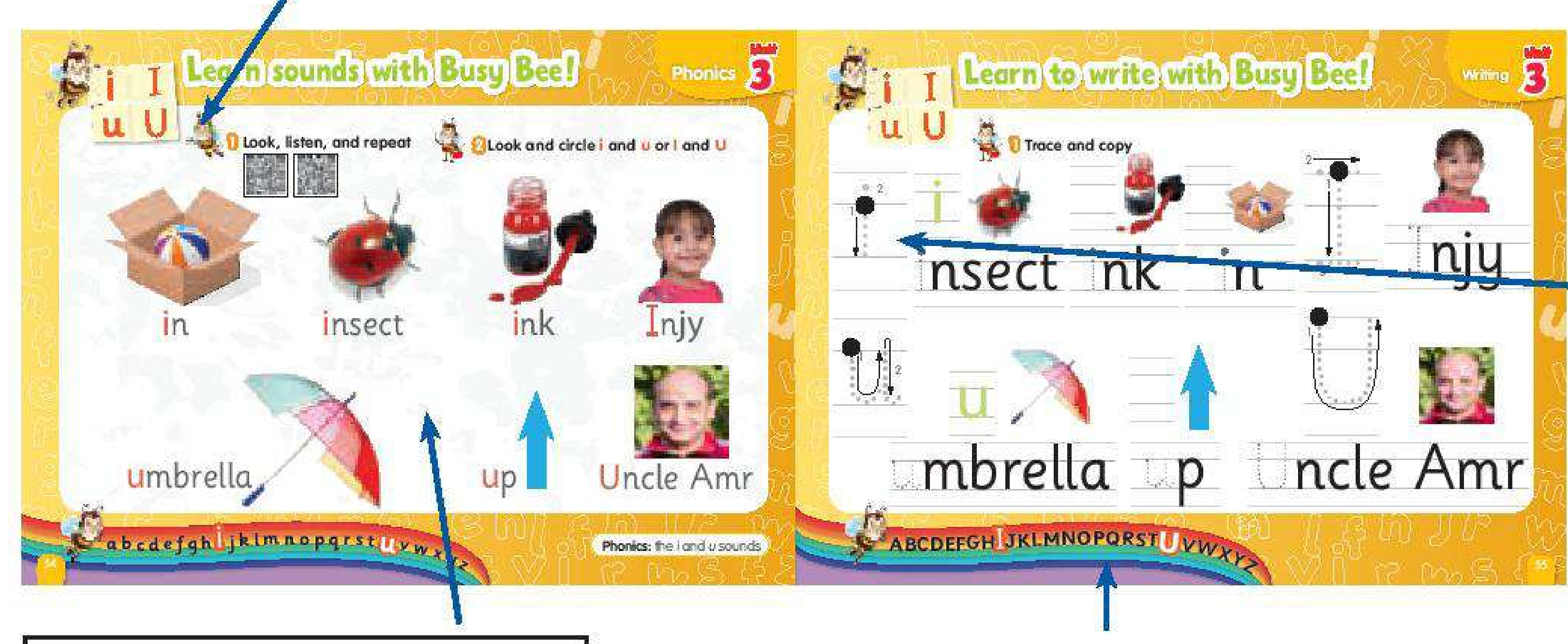


This task requires students to cut out materials from the back of the book and use them in a fun and interactive activity.

The aim of this activity is for students to practice and perform a simple dialog in pairs. The small pictures below the heading help students to identify the language required.

Phonics

Students listen to the lively phonics chant, which presents the target sounds. They listen and repeat the sounds.



Clear guidance about the formation of each letter is given on the page. Students can then practice tracing the letter in the context of a word.

The letter sounds are presented with words that are known or simple and common so that students can link a new concept to familiar words and objects.

This feature shows students where the letters they are studying fit into the alphabet. We present the alphabet in lowercase letters on one page and in uppercase on the next page, so that students can see each case in context.

Introduction

English in the classroom (CLIL)

Content and Language Integrated Learning (CLIL) lessons connect topics from other areas of the curriculum, with a focus on Math and Science, as well as Art and Social Studies.

In this lesson, the related curriculum area is Social Studies, but there is also an opportunity for students to build their fine motor skills.



CLIL topics relate closely to the unit topic and are carefully graded to be relevant to the curriculum that the students are studying in other lessons, particularly in Math and Science.

Project

In this project, students make a book about daily routine activities. This consolidates the language, life skills, values and issues dealt with in the unit. The project is also a chance for teachers to assess the students' progression in these areas.

Resources needed for the project are clearly shown on the page.



Both creativity and working in groups are important elements of the kindergarten curriculum. In the projects, students create a fun craft project which can be displayed in the classroom or taken home to show their families.

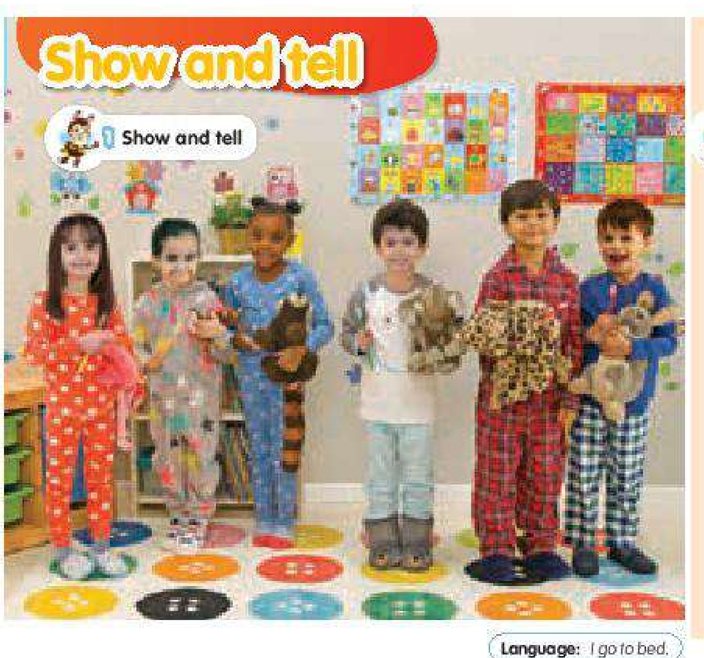
There is a clear step-by-step guide for how to create the project work. Further guidance is given in the Teacher's Guide.

After completing the project, students show their creation to the class or their group. The presentation includes practice of the target language of the unit.

Show and tell and Unit review

Every unit ends with a unit review. This revises all the language that students learned in the unit. This revision is guided by the teacher and then followed by student self-assessment.

For the *Show and tell* activity, students bring objects from home to show the rest of the class and to talk about. The photograph shows what students need to do. If it is difficult for students to bring items from home, they can present something which they have made or drawn.



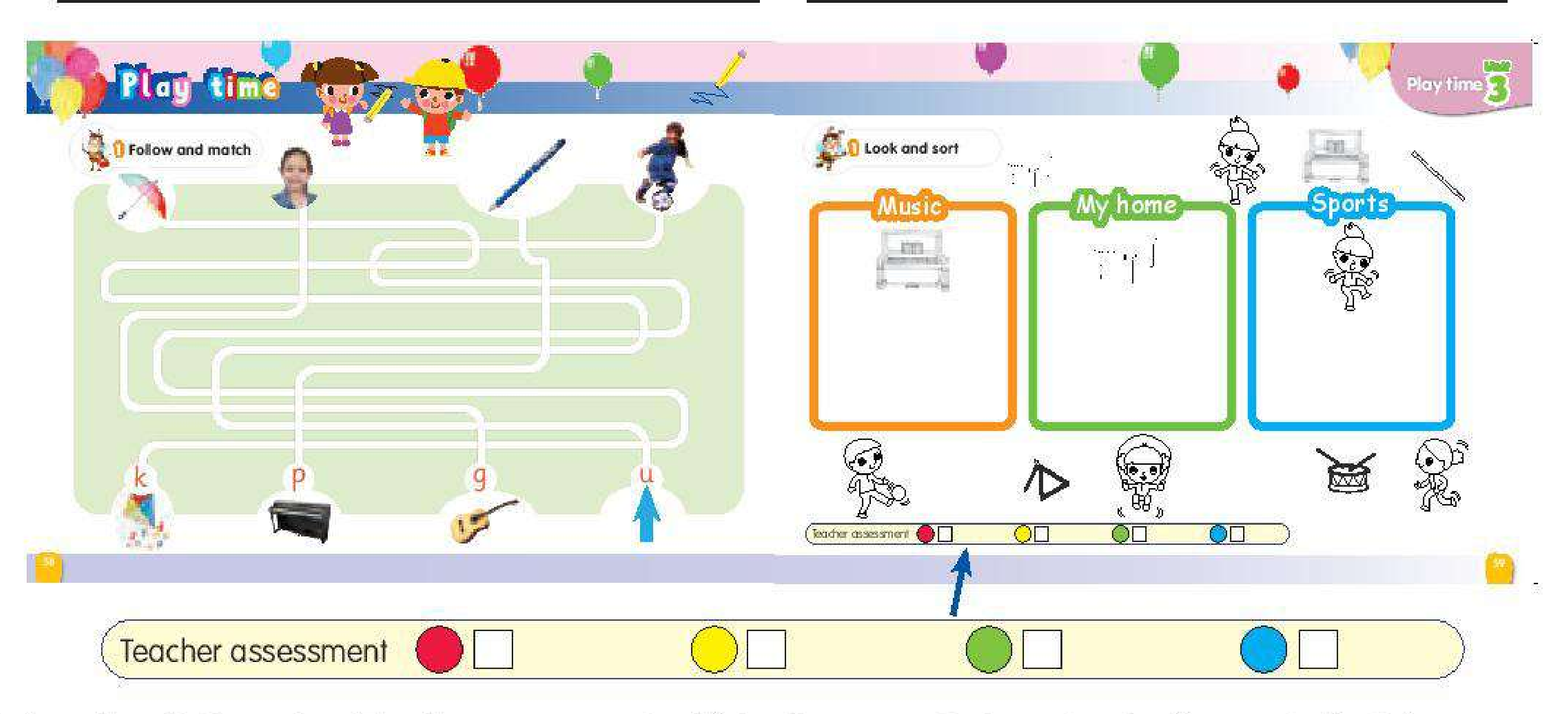


The final part of the lesson is a self-assessment activity. Students look at each element of the unit. If they understand each part, they color the faces. Full guidance for this section is given in the Teacher's Guide.

Play time

These pages are extra material designed for students to work independently. They revise known language so it can be assigned at any time. They are ideal for fast finishers.

The tasks on these pages are intended as extra practice. They include coloring, tracing, writing, matching and other fun revision activities.



At the end of each unit, there is a Teacher assessment which allows you to keep track of your students' progress.

Collect the books at the end of the lesson. Look at the students' own assessment of their progress in the *Look and draw* activity. Check that you agree with their own assessment and then allocate your own mark on their progress.

For your own records, give students a grading for each skill. Then, for each student, tick the correct colored face in the Student's Book to represent their general progress in all the skills. Your grading is based on the student's performance throughout the unit. In order to decide on an assessment color easily, make a short list of the unit learning objectives. If a student achieves all of the learning objectives, tick the blue face. If the student achieves most of the objectives, tick the green face, and so on.

Make sure that students know that a tick next to a red or yellow face is not a failure, but is just a sign that they need to revise the language in this unit.

Introduction

How to teach phonics

The course supports children's phonemic awareness development through *Learn sounds with Busy Bee* in each unit, with emergent writing skills practice. Each phonics lesson focuses on two key letter sounds of the alphabet, using familiar vocabulary from the unit. At the end of *Connect KG2*, there is a revision of all the letters and sounds learnt throughout the course.

Each letter sound is presented using the same procedure. Teachers show a picture, item or action to elicit the word, e.g they kick their leg to elicit the word *kick*. Then they draw the letter on the board and point and say the letter sound, e.g. */k/*, and encourage students to repeat. They kick again and elicit *kick*. Finally, they point to the letter and do the action at the same time, so that students are saying the letter sound and then the word, e.g. */k/ kick*.

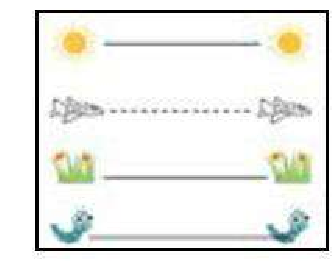
A chant reinforces the correct pronunciation of the sounds in the selected words with the help of Busy Bee. There is further help to consolidate the children's ability to recognize familiar sounds and to differentiate them from others. With continued practice, children begin to grasp the alphabetic principle and combine their knowledge of print and sound.

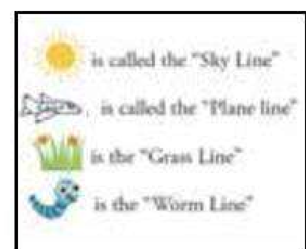
How to teach emergent reading and writing skills

This course was carefully designed to help scaffold both pre-literacy and early literacy skills in the developing child. In the emergent stage, a child is learning about print and sound as they develop oral language. This course strives to provide all the necessary resources and activities to help a child develop oral language through listening and recognition activities, songs, stories and simple dialogs.

In *Connect KG2*, students are taught two new letter sounds in each phonics lesson. Through the activities they practice identifying and saying the letter sounds, and identifying words with those initial sounds. Printed words in the Student's Book appear in blue font as they are not intended for students to read. Later in the course, words are written in black font and students are meant to read these.

The development of age-appropriate writing skills is also carefully introduced. Pre-writing activities such as drawing patterns, tracing or matching lines between objects are provided, which give experience and awareness of the importance of writing from left to right. Attention is given to the correct seating position for writing. Students should sit straight upright facing their desk with their feet flat on the floor in front of them. Attention is also given to the development of fine motor skills such as holding a pencil or crayon correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger in a tripod grip. The thumb and forefinger should be able to move slightly - make sure students don't grip the pencil too tightly.





Students are shown how to write each of the letters they are taught. Use the Sky Writing procedure: The teacher stands with their dominant hand raised straight out (do not bend the elbow). Use two fingers and rotate at the shoulder.

The teacher writes on the lines and says the steps out loud. Then, students trace the letter in the air, saying the steps out loud with the teacher.

Repeat each letter.

For example, to write the letter *h*, say *Start at the Sky Line*, *go straight down to the grass line*, *go up and round to the plane line and round down to the grass line*. Then the teacher models the correct letter formation on the board. Then students trace over letters in the book, first with a finger, and then with a pencil, and then they copy the letters, while the teacher encourages them to take care to follow the directional arrows on the page.

Encourage the children to understand how writing, drawing, painting and creating things help us to communicate in our everyday lives. Create a rich and inviting environment in your classroom, with posters and classroom signs decorating the walls.

CLIL

CLIL (Content and Language Integrated Learning) allows us to explore more than just the language, taking children to other spheres and areas of learning through the medium of English. In this course the CLIL area is closely related to the theme of the unit and story content, in which areas such as Math and Science are focused on, as well as Social Studies, Art and Music. The material included is engaging, age-appropriate and opens the door to new areas of learning around a topic.

Teaching life skills

Children at kindergarten age are learning a wide variety of essential skills. The curriculum framework divides life skills into four learning dimensions:

- **Learning to live together: skills for active citizenship:** respect for diversity, empathy, sharing, accountability. In *Connect KG2*, skills introduced for this dimension include sharing and respect for diversity.
- **Learning to be: skills for personal empowerment:** self-management, resilience, communication. In *Connect KG2*, skills introduced for this dimension include building independence and self-confidence, effective listening and assessing progress.
- **Learning to do: skills for employability:** collaboration, negotiation, decision making, productivity. In *Connect KG2*, skills introduced for this dimension include respecting others, working in groups and following rules.
- **Learning to know: skills for learning:** creativity, critical thinking and problem solving. In *Connect KG2*, skills introduced for this dimension include problem solving ineach of the stories and creative thinking in project and presentation tasks. Stories, activities, and songs promote and develop critical thinking and problem solving skills in the classroom. The aim is to make thinking fun for the children.

The methodology is underpinned by current thinking skill trends in early years of education: While learning English, specific attention should be dedicated to the development of a child's ability to recall information, ask questions, make decisions, solve problems, evaluate and organize information, in addition to creating their own work. Within the materials as a whole, the students actively contribute to their own cognitive development, which helps to create confident, smart, early thinkers.

Teaching values

Values education is the teaching of values such as curiosity, independence, integrity, tolerance, respect, participation, perseverance, cooperation and independence. These values help to create good citizens, and are very important development steps for children of this age.

Students are introduced to simple values topics set in a familiar context. They are shown common situations in school life, in the context of the story and in the form of photos and songs. Through these they are guided toward behaviors such as curiosity, perseverance, cooperation, politeness and respect, tolerance and increasing independence.

Introduction

Teaching issues and challenges

The curriculum framework identifies contemporary and urgent issues that are necessary at local and global levels to achieve a high quality of learning. The five major areas identified by the framework are:

- Non-discrimination issues
- Citizenship issues
- Environmental and development issues
- Health and population issues
- Issues of globalization

These issues are woven into the course where appropriate to the topic and understanding of the students. Some issues are addressed directly on the page. An example of this is the lesson about the importance of a healthy lifestyle in Unit 1. Other issues can be introduced by the teacher if suitable for the class. Guidance is given about this in the Teacher's Guide.

Total Physical Response (TPR)

This is a method of teaching vocabulary and concepts by using physical movement to react to the teacher's input. It's a process that can boost language learning, since it's inclusive, fun and creates a sense of community in the classroom. TPR can be used as an opener at the start of the class. Simple chants with classroom instructions such as *stand up*, *sit down*, *clap your hands* and *open your books* are some of the common instructions which could be used.

TPR is also used to react to the content of songs in miming activities and guessing games.

Projects in the classroom

Promoting craft in the classroom is an essential part of a child's development. It develops fine motor skills and encourages children to explore their creativity and organizational skills whilst encouraging sharing and collaboration in the classroom.

The projects in this course were selected for their appropriacy and simplicity in terms of classroom management. The materials required are easy to attain and the tasks are manageable and engaging for children of this age.

A clear, step-by-step demonstration is required from the teacher, who should monitor carefully, helping those in need before progressing to the next stage.

Craft can also be a springboard for speaking activities, classroom displays, role-plays, songs and stories.

Using the Games Bank

Games are an essential element of effective lessons for this age group. They bring many benefits, including consolidating motor skills, developing cooperative skills, practicing vocabulary and sounds, and adding variety and enjoyment to lessons. There is a suggested game at the end of each lesson, and sometimes at the start of a lesson or for fast finishers as well, and these are clearly referenced in the teaching notes.

All the games are explained in the Games Bank at the end of the book. The games practice motor skills, vocabulary and letter sounds in an enjoyable and active way. There are a variety of whole class, group and pairwork games and they can be adapted to suit the needs of any class.

Characteristics of young learners

Very young children by nature are very inquisitive, active learners. For many it will be their first experience of formal education and as such they need to feel safe and comfortable in their surroundings in order to progress. Ensure that your classroom is visually appealing with children's work and posters decorating the walls. If space permits, have reading corners, role-play and project areas in order to promote pre-reading skills and learning through play and creativity. Young children are often egocentric and tend to have very short attention spans, which impacts on our choice and the length of activities. It also means that key concepts need to be repeated and revised regularly. Encourage group work and sharing and tailor your activities so they are short and varied. Children of this age also need lots of positive reinforcement and praise from their teachers, who should be friendly, fair and firm.

Techniques for teaching young learners

Children use imaginative play to help them make sense of the world, so as teachers we should harness this by bringing puppets and toys to the classroom. A class mascot can be a great comfort to children who are reluctant to leave their family and can be used to greet and calm them in addition to explaining activities and classroom rules. A mystery bag or box with pictures and objects inside are also valuable tools in the Young Learner's classroom and can be used to introduce new vocabulary and to capture children's attention. Children of this age learn well through doing, so ensure that all activities are meaning-focused and appropriate to their stage of development.

Classroom Management

Working in whole class, pairs, groups

Establishing routines in the Young Learner classroom is key to having an organized classroom and saves valuable time. Routines create a predictable pattern and once established, children begin to understand what is expected of them and how they should act. In this way, we facilitate and promote meaningful learning in the classroom. Try to incorporate the following routines in your classroom:

Hello time

Greet the children in a friendly way. Sing or play a *Hello* song. Use a class mascot to greet the children and take the register.

Opener

Use the same format as above to present or revise new language or to sing a song from the previous lesson. Use a class mascot, pictures and realia to capture children's attention.

Shoulder Partners

Students lean and talk quietly with the person sitting next to them. Shoulder partners can be used literally to just talk to the people sitting on either side, or for slightly larger groups of 3-4 with everyone's shoulders "touching" (this promotes the ability to speak softly - in sort of a huddle).

Turn and Talk

Students turn "knee to knee" and "eye to eye" with a shoulder partner to discuss answers to long-form questions. This strategy allows students to discuss ideas, reflect on learning, and check each other's answers.

Lean and Whisper

Students lean one shoulder in toward one neighbor to answer a question that has a one to two-word (or short) answer. This strategy engages all students in answering a question without disrupting the flow of the classroom.

Playing time

This could be a free play stage at the end of the class. It could be theme related (take in a big box of dressing up clothes and hats, plastic food or foam letters and shapes) or the children could play in the different areas you have created in the classroom: the reading corner, for example. Observe how they play and interact with their classmates.

Tidy up time

Ensure that there is time at the end of the class for the children to tidy up their tables. Make sure they put away their books, crayon pots and put their chairs under the tables. Establishing a set routine for this will enable the children to become more independent as the school year progresses.

Goodbye time

Use this opportunity for the children to say goodbye to you and the class mascot in a calm, relaxing manner.

Classroom language

Classroom language needs to be simple, meaningful and repetitive. Children learn quickly, but forget easily. Use language that children can associate with a certain routine or activity, which is regularly used in class. Accompany the language with gestures until the children successfully learn the language. Be patient and consistent. Try to incorporate the following language into your English class routines:

Come here, everyone!

Let's sit down!

Let's be quiet!

It's time for a story!

Stand up, please.

Go to your table.

Open your books.

Close your books.

Tidy up, please.

Stand in a line.

I hope you enjoy using this innovative, new course which was lovingly written and designed to create a memorable and purposeful language learning experience.

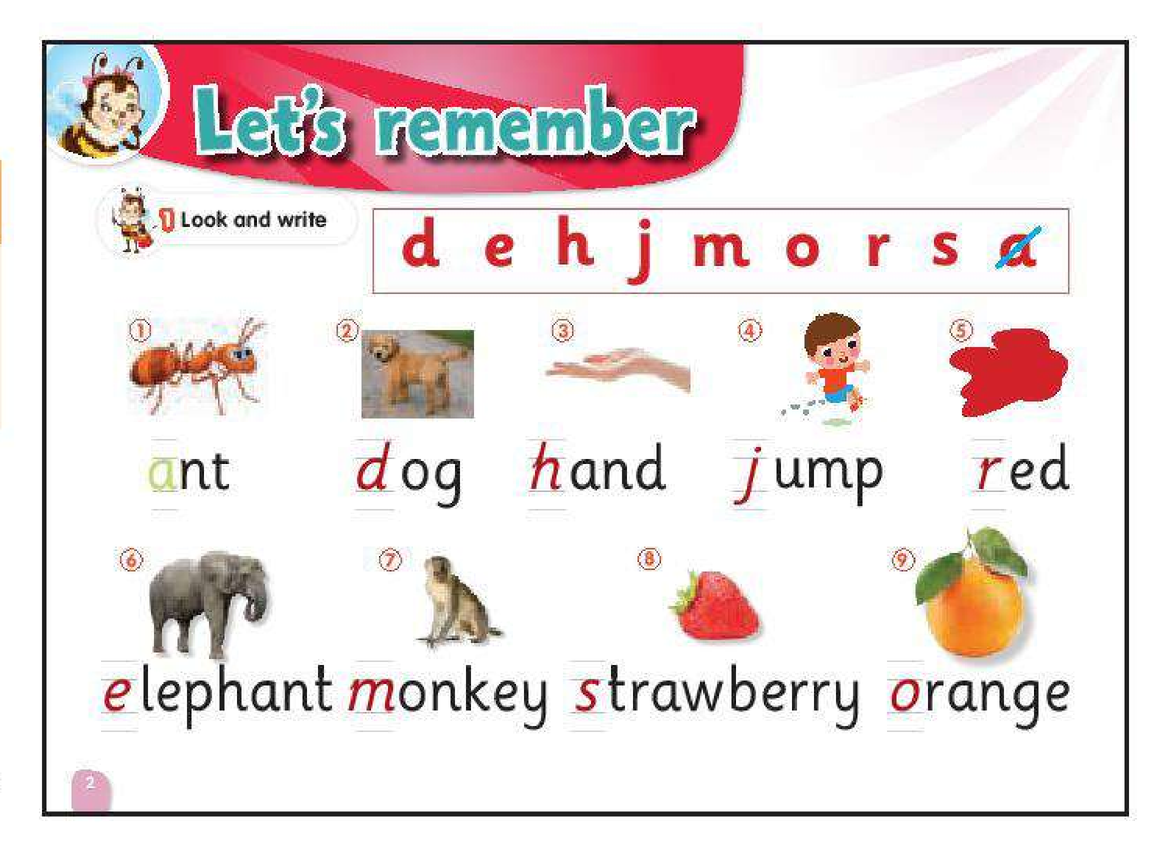
Let's remember

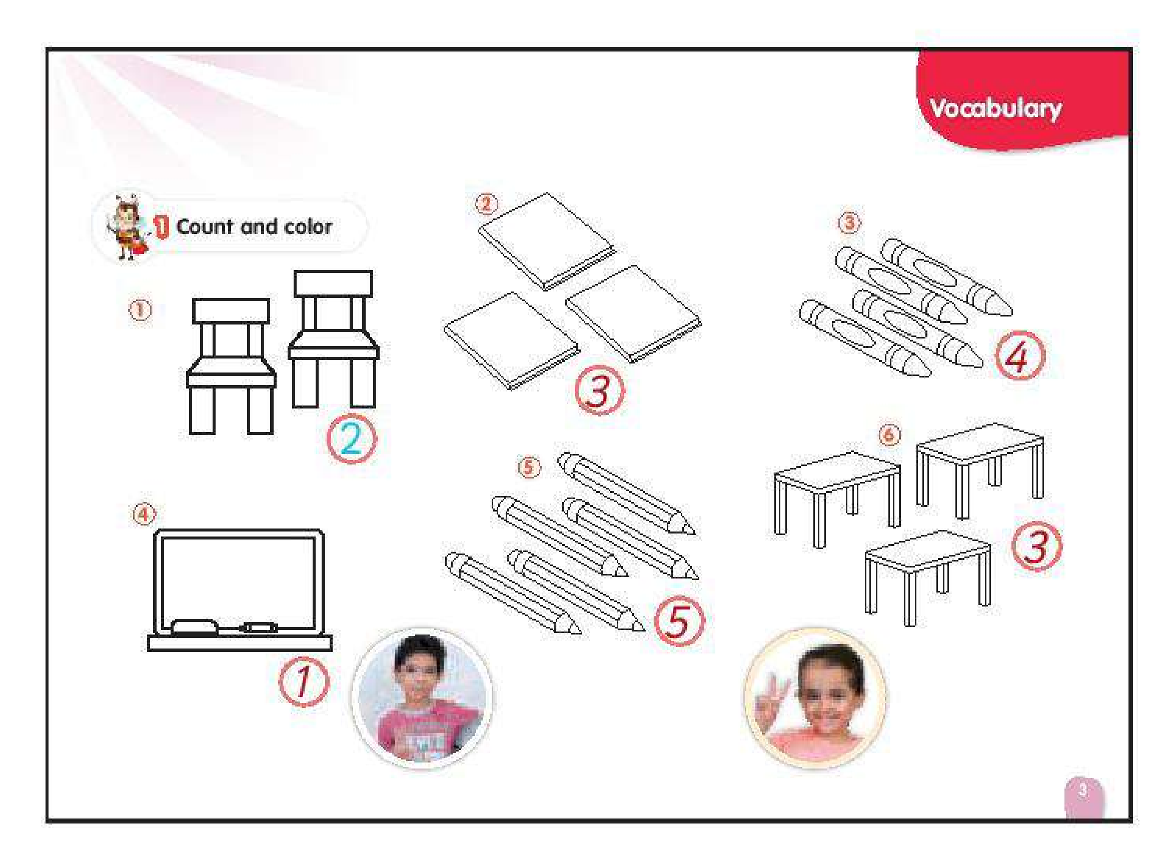
Let's remember page 2

These *Let's remember* pages are intended to be used with students that have completed *Connect KG1*. These pages revise the vocabulary taught in kindergarten level 1. If your students have not studied kindergarten 1, you can use these pages for practice later in the year.

1 Look and write

1. Remind the students of the letters and sounds they learned in kindergarten 1. Play *Circle it* (Games Bank, page 84) to revise these letters and sounds.
2. Tell the students to look carefully at the pictures and the letters. They need to identify the correct initial letter for each word.
3. Check that the students remember the vocabulary. Say each word and ask the students to point to the correct picture. Ask them to hold up their books to show you their answers.
4. Point to each picture and ask the class to say the correct sound and word.
5. With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
6. Model the letter formation for the letter s. Say the sound /s/. With your back to the class, write a large letter *s* in the air with a finger. Make the starting point and direction of writing clear.
7. Ask the students where *s* needs to be written on the page (under *strawberry*). Ask them to do this and check that they form the letter correctly.
8. Repeat steps 6 and 7 for the rest of the letters.







Let's remember page 3

These *Let's remember* pages are intended to be used with students that have completed *Connect KG1*. These pages revise the vocabulary taught in kindergarten level 1. If your students have not studied kindergarten 1, you can use these pages for practice later in the year.

1 Count and color

1 Remind the students of the number 1-5.
2 Play *Show me* (Games Bank, page 85) with the numbers 1-5.
3 Ask the students to count the objects on the page and to write the correct numbers.
4 When they have finished, ask them to color the pictures carefully.

Extra practice

- ❑ Revise the classroom items. Ask the students to talk about their work using as much English as possible.

Let's remember page 4

These *Let's remember* pages are intended to be used with students that have completed *Connect KG1*. These pages revise the vocabulary taught in kindergarten level 1. If your students have not studied kindergarten 1, you can use these pages for practice later in the year.

1 Look and write

1. Remind the students of the letters and sounds they learned in kindergarten 1. Play *Circle it* (Games Bank, page 84) to revise these letters and sounds.
2. Tell the students to look carefully at the pictures and the letters. They need to identify the correct initial letter for each word.
3. Check that the students remember the vocabulary. Say each word and ask the students to point to the correct picture. Ask them to hold up their books to show you their answers.
4. Point to each picture and ask the class to say the correct sound and word.
5. With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
6. Model the letter formation for the letter b. Say the sound /b/. With your back to the class, write a large letter *b* in the air with a finger. Make the starting point and direction of writing clear.
7. Ask the students where *b* needs to be written on the page (under *book*). Ask them to do this and check that they form the letter correctly.
8. Repeat steps 6 and 7 for the rest of the letters.







Let's remember page 5

These *Let's remember* pages are intended to be used with students that have completed *Connect KG1*. These pages revise the vocabulary taught in kindergarten level 1. If your students have not studied kindergarten 1, you can use these pages for practice later in the year.

1 [CD 1.2] Listen and number

1 Help the students to find page 5.
2 Ask the students to look at the photos. What are the children doing in each photo? Why are these good things to do? Encourage the students to tell you in English as much as possible about the photos. This can include colors, numbers, boy, girl, garden, etc.
3 Say *Listen and number*.
4 Play the CD for sentence 1. Ask the students to repeat. Point to the correct picture with the example answer.
5 Play the CD sentence by sentence, checking the answers after each sentence.

Audioscript

Narrator: *1*
Girls: *Let's work together.*
Narrator: *2*
Girl: *I wash my hands.*
Narrator: *3*
Boy: *I tidy the books.*
Narrator: *4*
Boy: *I wash my face.*
Narrator: *5*
Girl: *I tidy the pencils.*
Narrator: *6*
Boy: *I help Daddy in the garden.*



LESSON 1 page 6

Objectives: To identify vocabulary for actions in a picture
To listen to and sing along with a song

Vocabulary: *climb, hop, jump, kick, run, skip*

Language: *I can (jump).*

Materials: Student's Book, pages 6 and 7
Class CD
Online song video
Coloring pencils or crayons
Name stickers in English
A soft ball for each group for the opener activity

Opener

- Welcome the children with a smile and say *Hello!* Encourage the children to say *Hello!* back to you.
- Give each student a name sticker with their name in English.
- Play the game *Hello!* (Games Bank, page 85) to help everyone learn each other's names. Ask the students to sit in groups in a circle. Demonstrate the game with one group. Roll a ball to a student. Say *Hello, (name).* Encourage the student to say *Hello, (your name)* back to you. The student rolls the ball back to you and then you roll the ball to another student and repeat. Ask each group to continue until each student has had at least one turn. Go around the classroom and help as necessary.

Presentation

1 Present and practice the new action words: *climb, hop, jump, kick, run* and *skip*.
2 If you have space, tell students to find a space in the room and to watch you carefully. Present the new vocabulary by demonstrating each action, for example, pretend to climb on the spot, and say *climb*. Students repeat the word *(climb)* several times chorally and then individually. Then they pretend to climb and say *climb*.
3 Repeat for *hop, jump, kick, run* and *skip*.
4 Do an action and ask *What's this?* Encourage students to say the words. Vary the order you do the actions.

1 [CD 1.3] Look, listen, and point

1 Help the students to find page 6.
2 Review or teach the character names: *Busy Bee, Adam, Dina, Laila* and *Youssef*, using the pictures in the book. Point to a character and ask *Who is this? Busy Bee? Dina? Adam?* Students say each name.



3 Ask *Who can you see?* (Busy Bee, Adam, Dina, Laila, Youssef and 3 friends).
4 Encourage the children to wave and say *Hello!* to each character.
5 Then ask students *What are the children doing?* Point to Laila and ask *What is Laila doing? She is running. Can you run?* Encourage the children to run on the spot. Repeat for Dina *(skipping)*, Adam *(jumping)*, Youssef *(kicking)*, the boy who is climbing and the girl who is hopping.
6 Ask them to tell you anything else they can see in the picture *What else can you see?* Accept all correct answers *(ball, shorts, t-shirt, cap, one, two, three, four, five, green, blue, red, yellow, black)*.
7 Say *Listen and point*. Play the CD. For each word, students point to the child doing the action in the picture or at the bottom of the page.
8 Students can scan the QR code on their Student's Book and listen to the audio on the Egyptian knowledge Bank.

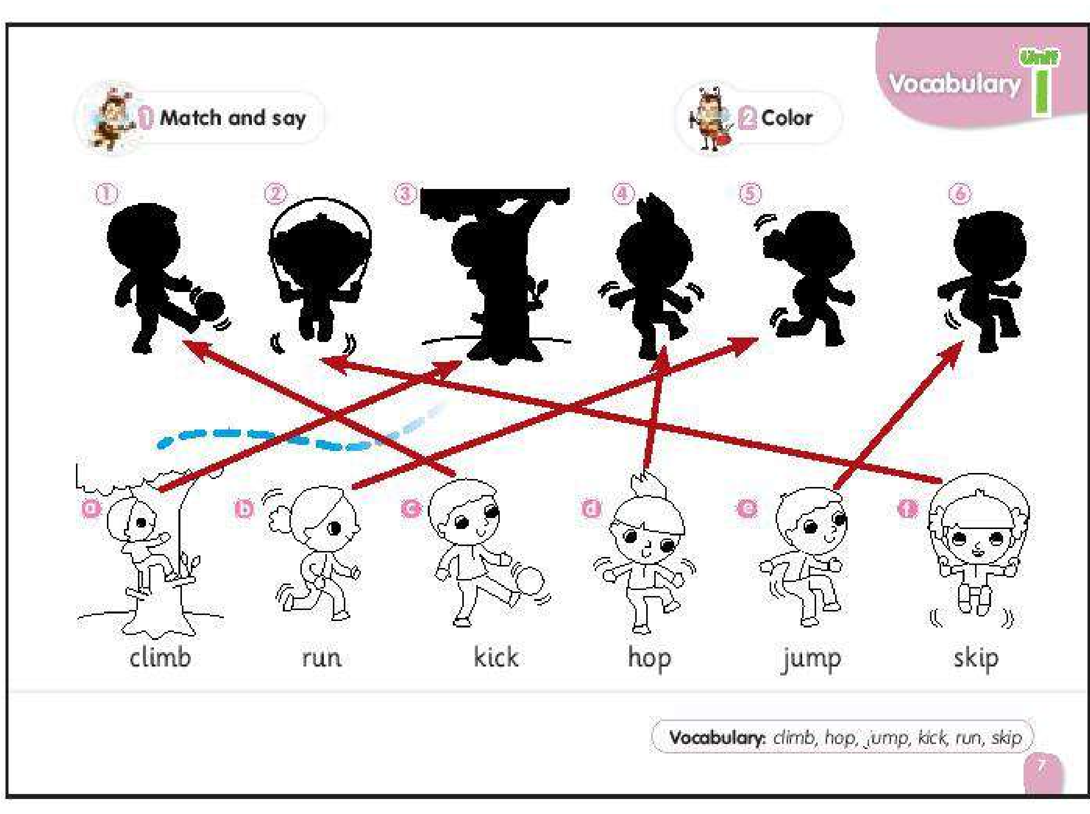
Audioscript

climb hop jump kick run skip

2 [CD 1.4 and 1.5] Sing

1 Hold up a book.





2 Point to one of the actions (jump) and ask for a volunteer to do the action, saying the word *jump*. Repeat with the other actions.
3 Say *Listen and point*. Play the song. For each verse, the students point to the child doing the action in the picture.

Audioscript

1: Everyone jump!	*Follow me*	*I can jump,*	*1, 2, 3*
2: Everyone run!	*Follow me*	*I can run,*	*1, 2, 3*
3: Everyone kick a ball!	*Follow me*	*I can kick a ball,*	*1, 2, 3*
4: Everyone skip!	*Follow me*	*I can skip,*	*1, 2, 3*
5: Everyone climb!	*Follow me*	*I can climb,*	*1, 2, 3*
6: Everyone hop!	*Follow me*	*I can hop,*	*1, 2, 3*

4 Play the song again. Encourage the students to sing along as much as they can.
5 Play the song again. Encourage the students to do the actions when they hear them.
6 When students are able, play the version of the song without words. Students sing as much as they can.



Karaoke: A video of this song can be accessed by scanning this QR code.

LESSON 1 page 7

1 Match and say

1 Help the students to find page 7.
2 Use the pictures at the bottom of the page to elicit the words. Ask *What's this? (kick, skip, climb, hop, run, jump)*
3 Then say *Now work in your group and match.* Students identify the first picture in the bottom row (climb) and look for a silhouette of the same picture in the top row. They carefully draw a line from the picture of climb to the silhouette.
4 Repeat for the other pictures. Go around the classroom and help as necessary.
5 Then say *Now say.* Encourage students to say *Climb, I can climb.*

2 Color

1 Practice any known colors with a game of *Color Spot* (Games Bank, page 84). Say *Find something (red).* Students find and point to something (red) in the classroom.
2 Tell students they are going to color in the pictures of climb, run, kick, hop, jump and skip. Say *Let's color.*
3 Students work carefully to color the pictures as neatly as they can.
4 Students point to their finished pictures and say the words *climb, run, kick, hop, jump* and *skip*. Encourage them to say the colors *It's (red).* Go around the classroom and help as necessary.

Extra practice

❑ Ask the students to work in pairs to show their pictures to their partner.



Fast finishers

• In pairs, students can practice saying the action words for a partner to do, or they can do the actions together.

Practice game

Play *Teacher says (1)* (Games Bank, page 86).
1 Give instructions for the students to do. Say *Teacher says (hop)* and hop yourself to demonstrate. Students hop. Continue with climb, jump, kick, run and skip.
2 Then say an action *(hop)* without saying *Teacher says*, and show the children that you are not doing the action. Students only do the action if you say *Teacher says*.
3 Play several times. Sometimes say *Teacher says* and sometimes just say the action.



Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can say what we can do.*
  We can climb, run, kick, hop, jump, kick and skip.
  We sang a song.
  Next we will read a story about Adam and Dina.

LESSON 2 page 8

Objectives: To identify vocabulary for actions in a picture story
To listen to and follow a picture story
To think about what happens next in a story
To learn a new life skill (problem solving)
To practice solving problems

Life skills: Problem solving (identifying a problem and suggesting solutions)

Vocabulary: *climb, hop, jump, kick, run, skip*

Language: *I can (jump).*
I can (jump), too.

Materials: Student's Book, pages 8-13
Class CD
Online story animation
Coloring pencils or crayons

Opener

- Revise the actions with the class by saying actions for the whole class and individual students to do.
- Play the song from Lesson 1, Student's Book, page 6 again and ask students to sing along and do as many of the actions as they can.

1 [CD 1.6] Listen, read, and point

1 Help the students to find page 8.
2 Look at the story frames with the class. Ask *Who is this?* for each main character. Students respond with the characters' names.
3 Ask them where they think the children are (at the park or on the sports field). Point to the pictures and ask the students to identify the action (jump, kick, run). Ask students to name



anything else they can in the pictures *What else can you see?* (shorts, t-shirt, blue, red, yellow, green). Accept all correct answers.
4 Point to the boy in frame 1. Ask *What is he doing?* Discuss with the class.
5 Play the first part of the CD.

Audioscript

Narrator:	*1*
Adam:	*I can jump!*
Youssef:	*I can jump, too!*
Teacher:	*Well done!*





LESSON 2 page 9

6 Repeat steps 4-5 for frames 2-5, pointing to characters one by one.

Audioscript

Narrator: *2*
Dina: *I can kick a ball.*
Laila: *I can kick a ball, too.*
Teacher: *Well done!*
Narrator: *3*
Laila: *I can skip!*
Dina and Girl: *Well done!*



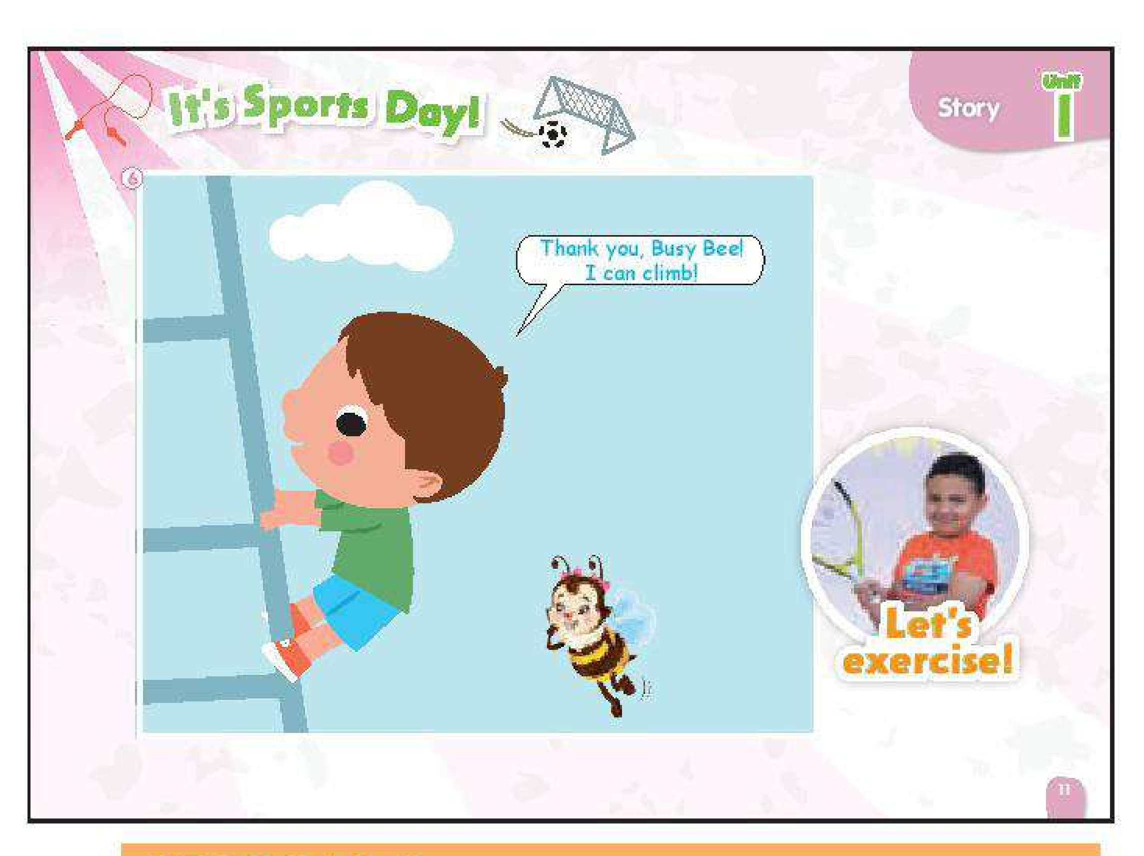
LESSON 2 page 10

Audioscript

Narrator:	*4*
Youssef:	*I can run!*
Teacher:	*Well done!*
Narrator:	*5*
Adam:	*I can hop!*
Teacher:	*Well done!*
Youssef:	*I can…Whooah!*

7 After the end of frame 5, stop the CD. Look at the picture of Youssef holding on to the climbing frame, looking like he needs help. Point to the *Think!* box and ask the students to think about what will happen next. Ask *Is Youssef OK? Can he climb? What will Youssef do? What will Busy Bee do?* Help the students to think about the problem. Have they ever got stuck somewhere? What happened to them?







LESSON 2 page 11

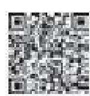
8 Continue playing the story. Were students' predictions correct? Was Busy Bee kind? (Busy Bee gives Youssef some help, and he manages to climb the climbing frame.)

Audioscript

Narrator:	*6*
Youssef:	*Thank you, Busy Bee! I can climb!*
Teacher:	*Well done! Well done everyone!*

9 Play the story again. Students listen, point to each frame and join in with any words they can.

10 You could also play the CD and pause before each action word, asking the class to complete the sentences.



Digital link: An animated version of this story can be accessed by scanning this QR code.

Let's exercise!

- Look at the photograph with the class. Ask *What can you see?* (The boy is playing tennis.) Do the students do plenty of exercise? Ask them what they do at break time. What sports do they like to play? Explain the importance of doing plenty of exercise to be strong and healthy.
- Now write the sentence *Let's exercise!* on the board. Point to the sentence and say *Let's exercise!* Mime running, weight-lifting, etc. to show them what you mean. Ask students to repeat collectively as a class, then to repeat in pairs.
- Point to the sentence in the Student's Book and read it aloud. Ask students to read the sentence to their shoulder partners. Go around monitoring and checking that they are saying it correctly.



LESSON 2 page 12

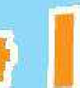
1 Listen, cut, and stick

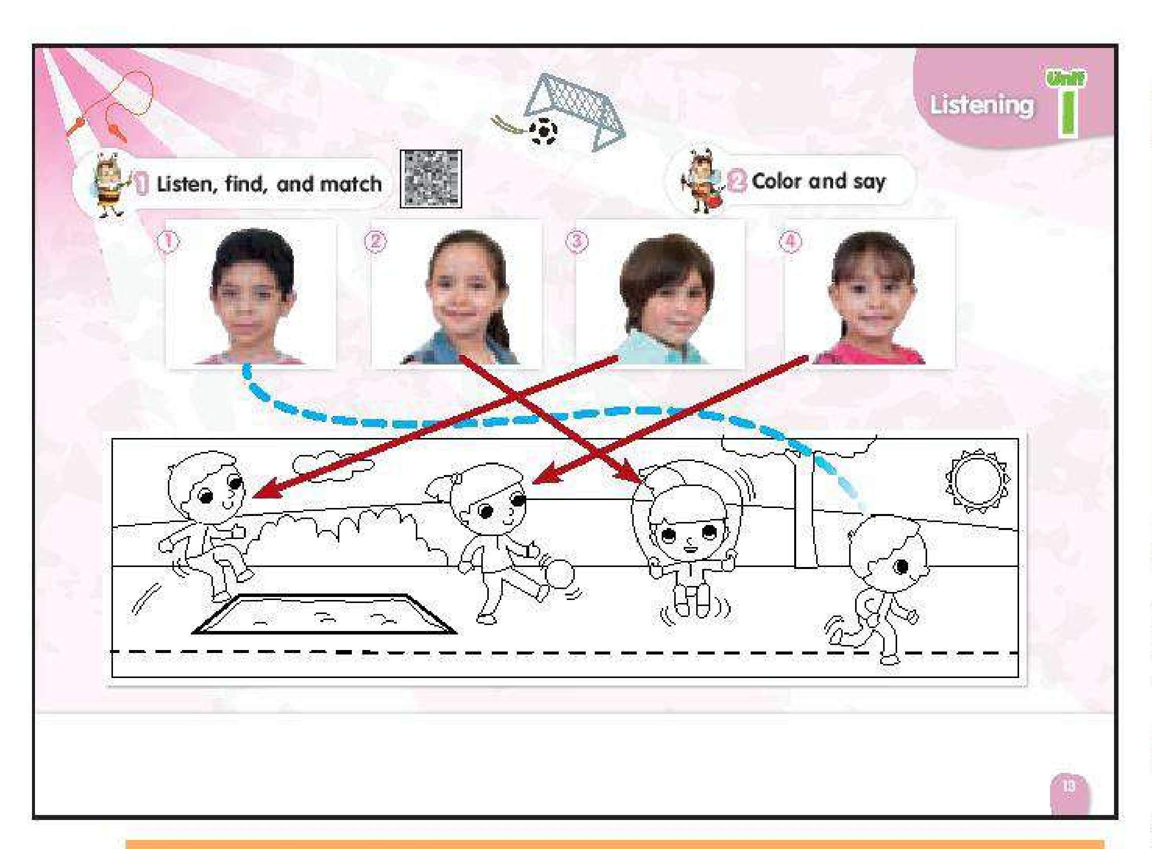
1. Tell the students to find the Unit 1 cut-outs on page 85 at the back of their books.
2. Ask students to cut out each frame with their scissors.
3. Say *Listen and point*. Play the CD. Students listen and point to the correct frame in the pieces of paper which they have cut out.
4. Help students to find page 12 in the Student's Book. Explain that they are going to listen to the CD again and put the activities on the page in the correct order.
5. Play the CD again. Ask students to put the activities in the correct order.
6. Play the CD once more for them to check their answers. Ask students to stick the frames into their books carefully using glue.

Audioscript

Narrator:	*1*
Adam:	*I can jump!*
Youssef:	*I can jump, too!*
Teacher:	*Well done!*
Narrator:	*2*
Dina:	*I can kick a ball.*
Laila:	*I can kick a ball, too.*
Teacher:	*Well done!*
Narrator:	*3*
Laila:	*I can skip!*
Dina and Girl:	*Well done!*
Narrator:	*4*
Youssef:	*I can run!*
Teacher:	*Well done!*
Narrator:	*5*
Adam:	*I can hop!*
Teacher:	*Well done!*
Youssef:	*I can...Whooah!*
Narrator:	*6*
Youssef:	*Thank you, Busy Bee! I can climb!*
Teacher:	*Well done! Well done everyone!*







LESSON 2 page 13

1 [CD 1.7] Listen, find, and match

1 Point to page 13.
2 Look at the drawing with the class. Ask students to name the actions *What can they do?* (jump, kick, skip, run).
3 Point to the numbered photos at the top of the page and say the numbers 1-4 as you point to each child.
4 Say *Listen and find*. Play the CD. Pause after item 1. Students listen to the first boy (the first picture in the top row) and identify what he says he can do (run). They find the character who is running in the big picture below.
5 Say *Now match*. Students follow the line from the picture of the boy at the top of the page to the picture of the boy running in the big picture below.
6 Repeat for the other pictures, with students drawing the matching lines. Ask the students to check their answers with their shoulder partner.

Audioscript

Narrator:	*1*
Boy:	*I can run.*
Youssef:	*I can run, too.*
Narrator:	*2*
Girl:	*I can skip.*
Laila:	*I can skip, too.*
Narrator:	*3*
Boy:	*I can jump.*
Adam:	*I can jump, too.*
Narrator:	*4*
Girl:	*I can kick a ball.*
Dina:	*I can kick a ball, too.*

2 Color and say

1 Students look at the first boy and say *Run, I can run.*
2 Then they choose a coloring pencil and say the color *It's (green).*
3 Then they can color the picture of Youssef running below.
4 Repeat for each of the four pictures. Make sure students are using a different color for each picture.

Extra practice

❑ Students could also show their pictures to a partner and say *Hop. I can hop. It's (green).*
❑ Play the story again encouraging students to follow the pictures in their Student's Books.

Practice game

Play *Teacher says (1)* (Games Bank, page 86).
1 In this version of the game, say *Lily says, "I can (kick)"*, and do the action, and as students copy the action, they say *I can (kick), too.*

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We read a story.*
  We listened carefully to the CD.
  Next we will learn about being healthy.
- Say *Thank you!* to the students. Ask them to say *Thank you!* to their shoulder partners for being helpful.



LESSON 3 page 14

Objectives:	To identify vocabulary for actions To reinforce the importance of being healthy in and out of the classroom To sing a song about being healthy
Issues:	Preventative health
Vocabulary:	*eat, jump, kick, run*
Language:	*Let's be healthy! (Jump) with me.*
Materials:	Student's Book, pages 14 and 15 Class CD Online song video Pencils Optional: paper for the *Fast finishers* activity

Opener

- Revise the action words with the class. Do each action and say *What's this?*
- Say each action and ask the students to do what you say. Say the actions more quickly as the students become more confident.
- Play the story from Lesson 2 again with the class. Encourage students to join in as much as they can.
- For further practice, students could also act out the story in small groups and perform it in front of the class.

1 Look and say

1 Help the students to find page 14.
2 Discuss being healthy with the class. What can we do to be healthy? What should we eat? Do students keep active at home? Is it important to do physical activity? Why?
3 Point to the photos at the top of the page (eat, jump, run and kick). Point to the photo of eat and say *eat*. Students repeat after you. Repeat for *jump*, *run* and *kick*.
4 Say *Now find*. Ask the students to look and find the actions in the larger photographs below. They can say the words together. They say *eat*, and point to the picture of the girl eating an apple. Students say *jump*, and point to the child jumping in the first picture. They say *run*, and point to the picture of the children running. Finally they say *kick*, and point to the picture of the boy kicking the ball.
5 Ask the students to tell you which activities they can do and which they like best. Accept all correct answers. Say *Well done!*
6 Say the sentence at the bottom of the page *We're healthy!* Ask the students to repeat the sentence after you while they are pointing to the sentence in their books.



2 Find

1 Help students find Exercise 2 on page 14.
2 Remind them of the activities they learned about in Exercise 1.
3 Focus students' attention on the words eat, jump, run and kick in the rectangle on the top right hand of page 14.
4 Ask them to look at the pictures on page 14 and to find the correct words that represent them.

3 [CD 1.8] Sing and do

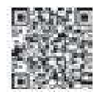
1 Play the song. For each verse, students point to the corresponding words and pictures on page 6 as they appear in the song.
2 Play the song again and encourage the students to do the actions this time.
3 Gradually the students sing along with the song. They can do the actions as they sing.



Audioscript

Let's be healthy!
Jump with me
Are you ready?
Go!

Let's be healthy!
Run with me
Are you ready?
Go!
Let's be healthy!
Kick a ball with me
Are you ready?
Go!



Digital link: A video of this song can be accessed by scanning this QR code.



LESSON 3 page 15

1 Look and draw

1 Help the students to find page 15. Make sure every student has a pencil.
2 Point at the photos. Ask what the children are doing (eating and drinking). What are they eating? (fruit, crisps) What are they drinking? (water, cola)
3 Ask the students what kinds of food and drink are healthy. What kinds of food and drink are unhealthy?
4 Point to the faces at the top of the page. Ask the students what the difference is between these two faces (one is happy and one is sad).
5 Look at the photos of the two girls. Which girl is eating healthy food?
6 Say *Let's draw*. Ask the students to draw a happy smile on the face next to the girl eating fruit. Ask them to draw a sad smile on the face next to the girl eating crisps.
7 Ask them to hold up their books to show you their work.
8 Look at the photos of the two boys. Which boy is drinking a healthy drink?
9 Say *Let's draw*. Ask the students to draw a happy smile on the face next to the boy drinking water. Ask them to draw a sad smile on the face next to the boy drinking cola.
10 Ask them to check their answers with their shoulder partner.
11 Ask them to hold up their books to show you their work. Say *Well done!*



Fast finishers

- Students can draw a picture of themselves doing one of the actions they have learned. You could use these pictures to start an actions wall display.

Practice game

Play *Guess the picture* (Games Bank, page 84).
1 Slowly draw a picture of an action, e.g. *run* on the board. Pause for students to guess the word.
2 Students could play in teams, with each group trying to guess first.
3 Continue with all the actions.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We talked about being healthy.*
  We can eat healthy food, jump, run and kick.
  Next we will say what we can do.



LESSON 4 page 16

Objectives: To ask about what he or she can do
To listen to and practice a dialog in pairs

Vocabulary: *climb, hop, jump, kick, run, skip*

Language: *I can (skip). Can you (skip)? Yes, I can.*

Materials: Student's Book, pages 16 and 17
Class CD
Coloring pencils or crayons
Optional: paper for the *Fast finishers* activity

Opener

- Play *Teacher says (1)* or *(2)* (Games Bank, page 86) to revise the action words.
- Play the *Let's be healthy!* song from Lesson 3 with the class and students sing along and do the actions on the spot.

1 [CD 1.9] Look, listen, and point

1. Help the students to find page 16.
2. Look at the picture with the class. Ask *What can you see?* There are two girls in the classroom, looking at a healthy body poster. The girls are talking about and showing each other the actions they can do.
3. Say *Listen and point.* Play the CD to the class. Ask students to point to the pictures of the actions on the poster as they hear them mentioned.

Audioscript

Narrator: *1*	**Girl 1:** *I can climb.*
Narrator: *2*	**Girl 2:** *I can hop.*
Narrator: *3*	**Girl 1:** *I can skip.*
Narrator: *4*	**Girl 2:** *I can jump.*
Narrator: *5*	**Girl 2:** *I can run.*
Narrator: *6*	**Girl 2:** *I can kick a ball.*

2 Make a class poster

1. Students look at the cut-outs on page 87. They cut them out and make a poster of actions similar to the one on page 12 of their Student's Book.

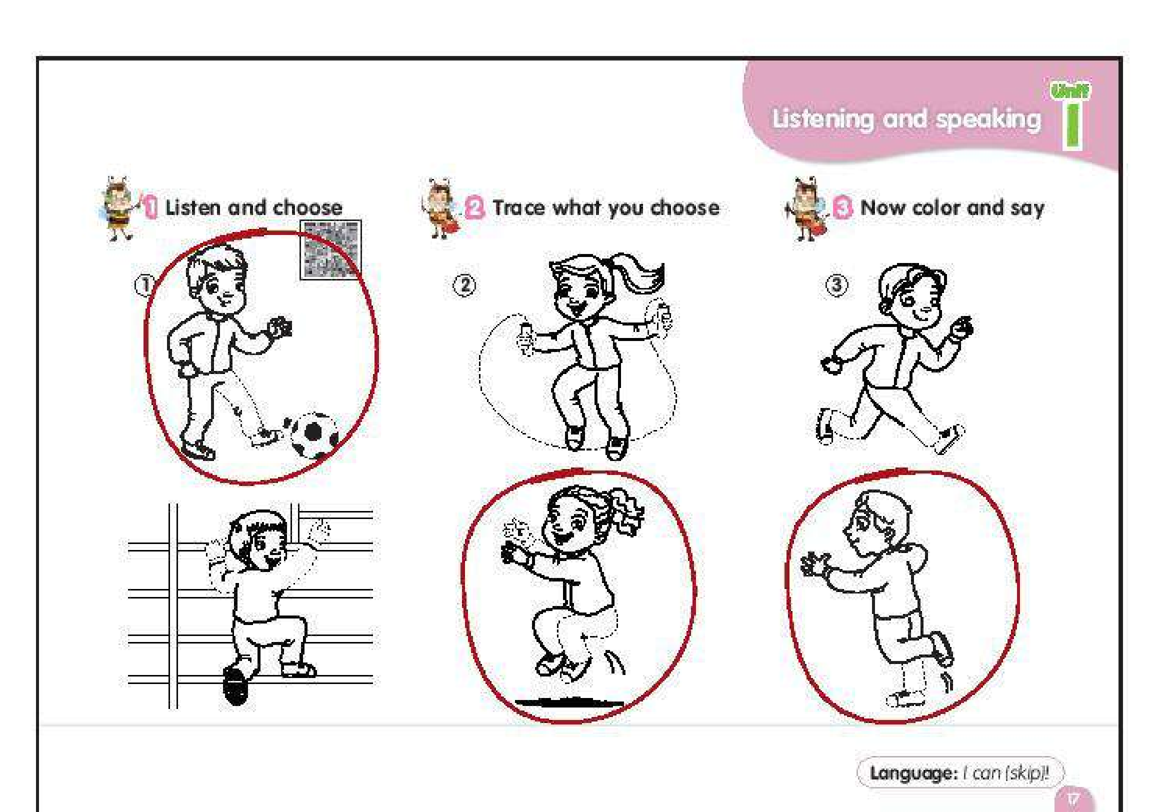


2. Hang the students' posters on the wall. Ask confident students to come to the front of the class and talk about their posters.

3 Look and say

1. Say *Let's think and say!* Point to the healthy body poster.
2. Encourage the students to name each of the actions. Point to jump. Say *I can jump!* Encourage students to repeat.
3. Students work in pairs. They take it in turns to point to one of the pictures in their books and to say *I can (climb).* Monitor carefully, helping children to pronounce the words and to take turns correctly.
4. Choose one or two confident students to say their sentences to the class.





LESSON 4 page 17

1 [CD 1.10] Listen and choose

1 Help the students to find page 17.
2 Use the first pair of pictures on the left-hand side of the page to elicit the words: *kick* and *climb*.
3 Tell students they need to listen and choose the correct picture. Say *Listen and choose*. Play the first section of the CD. Students should point to the picture for kick and repeat *I can kick a ball*. They circle the picture.
4 Play the rest of the CD, pausing after each section for students to listen, choose and circle the correct picture each time.

Audioscript

Narrator:	*1*
Boy 1:	*I can kick a ball.*
Narrator:	*2*
Girl 1:	*I can jump.*
Narrator:	*3*
Boy 1:	*I can hop.*

2 Trace what you choose

1 Ask students to look at the first picture again and trace over the dotted part of the outline with a finger. Then they trace over the dotted line with a pencil.
2 Repeat the procedure for the other pictures.

3 Now color and say

1 Students then use coloring pencils or crayons to color in the pictures. Circulate, asking individual children *What's this?*
2 They can show their completed pictures to a partner and say *I can (kick)*. Their partner can reply *I can (kick), too*.

Fast finishers

- If students haven't previously drawn a picture of themselves doing one of the actions they can do this now, and you could add these to a class display.
- If students don't do this in class, they can draw a picture at home and bring it to the next lesson.
- Alternatively, students can work in pairs or small groups. One student is the caller. He or she names one of the actions for the others in the group to do on the spot. As they do the action, the caller counts to five. When the caller reaches five, he or she calls out a new action for the group to do. Students can take turns to be the caller.

Practice game

Play *Guess the picture* (Games Bank, page 84).
1 Slowly draw a picture of an action, e.g. *run* on the board. Pause for students to guess the word.
2 Students could play in teams, with each group trying to guess first.
3 Continue with all the actions.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can talk about what we can do.*
  Next we will learn about the sounds /t/ and /k/.



LESSON 5 page 18

Objectives: To recognize the letter sounds /t/ and /k/
To find words with the /t/ and /k/ sounds
To trace and copy the letter *t*, *k*, *T* and *K*

Vocabulary: *teddy bear, two, Talia, Karim, kick, kite*

Materials: Student's Book, pages 18 and 19
Class CD
Paper for the *Fast finishers* activity

Opener

- Revise the actions with the class by saying actions for the whole class and individual students to do.
- Play the song from Lesson 1, Student's Book, page 6 again and ask students to sing along and do as many of the actions as they can.

Presentation

1. Draw a teddy bear on the board (or show a real teddy bear) and ask *What's this?* Elicit *teddy bear*.
2. Write the letter *t* on the board.
3. Point at the letter and say /t/. Students repeat the sound /t/ with you.
4. Point at the teddy bear again and elicit *teddy bear*.
5. Write the word *teddy bear* on the board and circle the letter *t*. Point to the letter and then the teddy bear quickly, saying /t/ *teddy bear*. Ask the students to repeat.
6. Write the letter *T* on the board. Point to it and say /t/. Point to the *t* and say /t/.
7. Explain to students that there are two ways to write this sound. We use *t* most of the time, but use *T* at the beginning of names and sentences.
8. Point to t and T again and elicit /t/.
9. Do a kicking action and ask *What's this?* Elicit *kick*.
10. Write the letter *k* on the board.
11. Point at the letter and say /k/. Students repeat the sound /k/ with you.
12. Do the kicking action again and elicit *kick*.
13. Write the word *kick* on the board and circle the letter *k* at the beginning of the word. If students notice that there is a k at the end of the word too, say *Well done!* and point out that the same sound is at the start and end of this word. Point to the letter *k* and *kick*, saying /k/ *kick*. Ask the students to repeat.
14. Repeat steps 6-8 for the letter K.

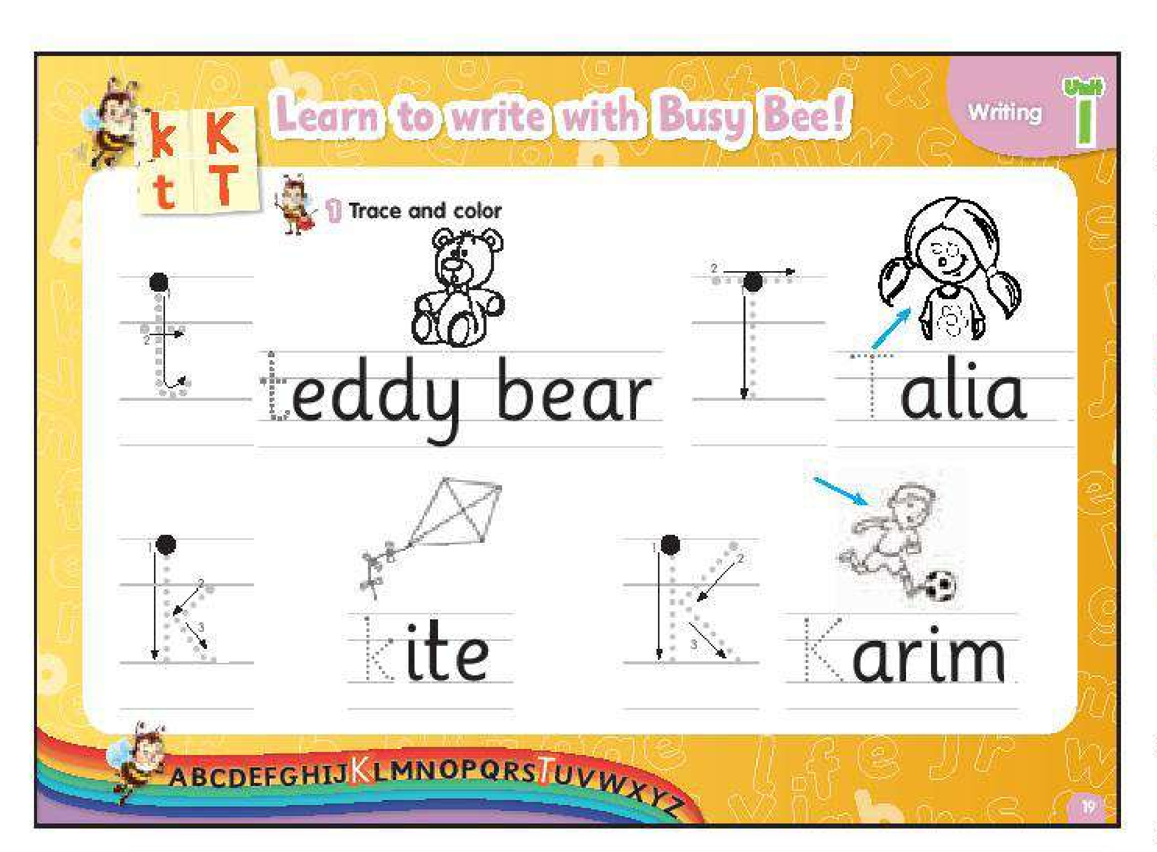


1 [CD 1.11] Look, listen, and repeat

1. Help the students to find page 18.
2. Point to the picture of the teddy bear and ask *What's this?* Students say the word *teddy bear*.
3. Then point to the letter *t* on the page and say the sound /t/. Students repeat after you. Practice this several times.
4. Play the CD. Sing the first part of the first verse of the song to the class. Then play the second part of the first verse, encouraging students to listen and repeat the /t/ sound.
5. Repeat with the second verse for the /k/ sound and *kick*.

Audioscript

Everyone listen
Listen to me
Listen and repeat
Repeat with me
k
k, k
k, k, k!
k kite
kite!



Everyone listen
Listen to me
Listen and repeat
Repeat with me
t
t, t
t, t, t!
t teddy bear
teddy bear!

2 Look and circle t and k or T and K

1 Look at the pictures with the class and identify the item and actions in the pictures: *What's this? (teddy bear, two, Talia, Karim, kick, kite)*. Say the words together with the class.
2 Point to the teddy bear. Say the word *teddy bear*. Say /t/ *teddy bear*. Point to the *t* and show the students how to draw a circle around it.
3 Point to the kicking boy. Say the word *kick*. Say /k/ *kick*. Ask the students to draw a circle around *k*.



4 Point to the number two. Say the word *two*. Say /t/ *two*. Point to the *t* and show the students how to draw a circle around it.
5 Finally, point to the kite and say /k/ *kite* together with the class. Ask the students to draw a circle around *k*.
6 Repeat the same procedure for T and K. Ask them to hold up their books to show you their answers.

Extra practice

- ❑ Point to each picture and ask the class to say the correct sound and word.

LESSON 5 page 19

1 Trace and color

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
2 Model the letter formation for the letter t. Say the sound /t/. With your back to the class, write a large letter *t* in the air with a finger. Make the starting point and direction of writing clear.
3 Students copy the letter in the air several times, saying the letter sound as they do so.
4 Model the correct way to write the letter on the board.
5 Help the students to find page 19.
6 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
7 Ask students to trace over the dotted letter *t* in their book with a finger first.
8 Check that the students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
9 Ask them to trace the large letter with a pencil, making sure that they follow the direction of the arrows.
10 Repeat the same procedure for T.
11 Read the two words at the top of the page to the students. Ask them to trace the letters *t* and *T* for each word.
12 Repeat steps 2-11 for the letters k and K. Go around and check students' work. Help as necessary.
13 Ask students to color the pictures neatly.





Fast finishers

- Students can make a *t*, *k*, *T* or *K* poster to be displayed on the wall. They write and decorate a large *t*, *k*, *T* or *K* on the page and draw a picture to match the initial letter sound (*teddy bear*, *two*, *Talia*, *Karim*). If they know any other simple words that start with t or k, they can draw these.
- Students who do not have time to do this task during the lesson can complete it at home and bring their posters to the next lesson.
- If you have space, you could create a display board for phonics posters and add words to it throughout the course.

Practice game

Play *Pass the letter* (Games Bank, page 85).

1 Students stand in groups in lines in front of the board. Trace a letter *t* or *k* on the back of the last student in the line.
2 The student traces that letter on the back of the student in front of them, and they continue this until the letter reaches the student next to the board. He or she writes the letter on the board and then moves to the back of the line.
3 Repeat the game. You could include letters that the children already know from Level 1.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can say /t/ and /k/.*
  We can recognize and write the letters t, k, K *and* T.
  We can find words with the /t/ and /k/ sounds.
  Next we will learn more numbers and count to eight.



LESSON 6 page 20

Objectives: To count up to eight
To recognize and use the words *one*, *two*, *three*, *four*, *five*, *six*, *seven*, *eight*
To count and match a group of items with the correct number
To evaluate your own learning

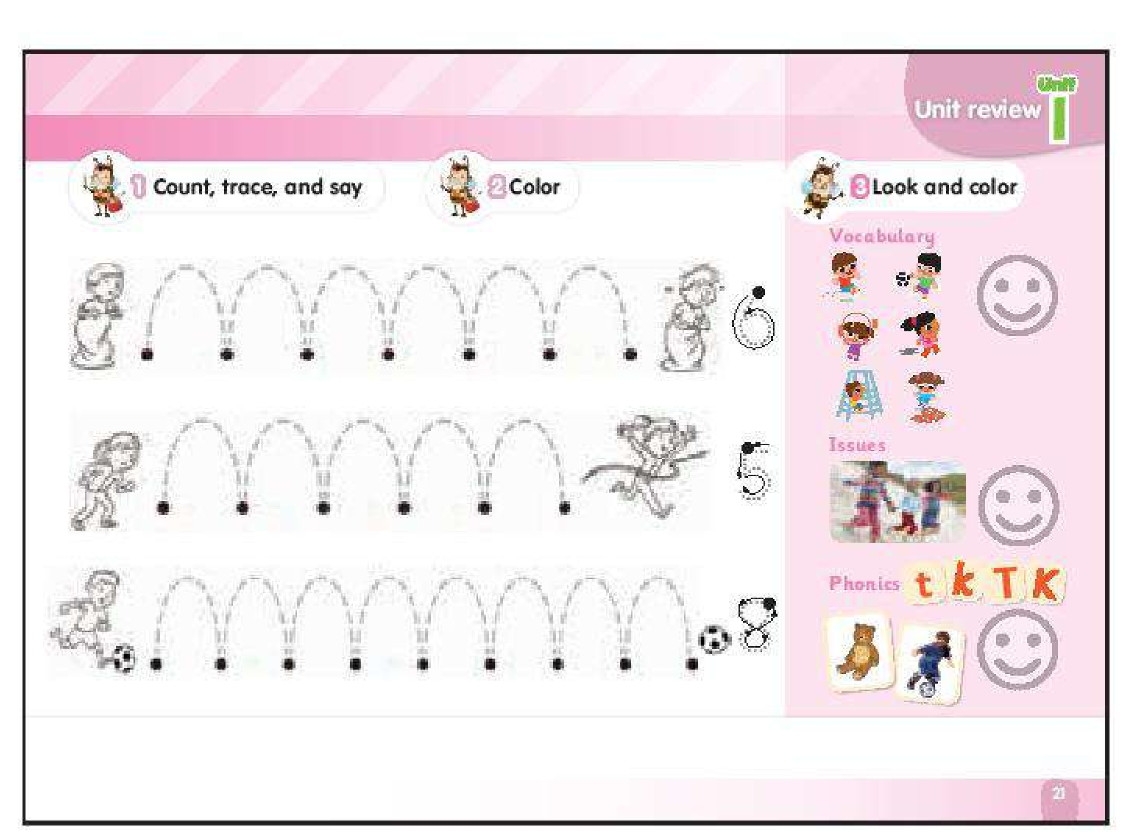
Life skills: Critical thinking and problem solving

CLIL: Math: Counting 1- 8

Vocabulary: *one*, *two*, *three*, *four*, *five*, *six*, *seven*, *eight*

Materials: Student's Book, pages 20 and 21
Toys or classroom objects to count (1, 2, 3, 4, 5, 6, 7 or 8 of each)
Coloring pencils or crayons
Paper for the *Fast finishers* activity







Opener

- Wave and say *Hello* to the class.
- Revise the /t/ and /k/ sounds with the class using the song from lesson 5, page 18. Help the students to find the letters t and k and the pictures for *teddy bear* and *kite* on Student's Book, page 19.
- In pairs, students play a version of *Pass the letter* (Games Bank, page 85). One student draws a letter (*t* or *k*) on their partner's back. The student guesses the letter. Students take turns.

Presentation

1 Present the numbers *one*, *two*, *three*, *four*, *five*, *six*, *seven*, *eight* to the class using real items (toys or classroom objects).
2 Make eight groups of items (one item, two items, three items, four items, five items, six items, seven items, eight items). Put the groups of items in different places around the classroom. Say a number. Ask the students to point to the correct group. Repeat with all of the numbers several times.
3 Hold up one finger and say *one*. Ask the students to repeat. Continue with the other numbers.
4 Repeat the exercise and ask the students to whisper the numbers quietly. Then repeat and ask the students to shout the numbers.
5 Using a collection of up to eight classroom items at the front of the class, ask students to come up and show you one item. Say *Show me one (crayon)*. Repeat the task for up to eight items.
6 Draw a simple picture of a child with a ball at the top of the board and write the numbers 1-8 at the bottom of the board. Say *How many balls can you see? Yes, one ball. How many children can you see? Yes, one child.* Point to the number 1. Then draw two more children with balls. Ask a student to come to the board to count the children and to point to the number 3. Repeat the activity with other pictures and other numbers.

1 Look and read

1 Help students to find page 20. Look at the pictures together. Ask the students what they can see. Help students to identify that there are three different pictures (children playing, apples and balls), and the numbers 1-10 at the top of the page.
2 Explain that they should count the objects in each picture and point and say the number at the top of the page. Say *Count and point*. Count the numbers with the children. Please note that you can count boys, girls, green apples and red apples separately for practice, but the correct answer is the total number of pictures in each box.
3 Ask the students to point to and count the number of children running in the first picture *How many children are running? Let's count!* Have them point to the correct number at the top of the page: *Point to the number six.* Repeat for the apples (7) and balls (8).

2 Count and write

1 Ask the students to write the numbers they counted in the circles at the bottom of the page. Go around monitoring their work and praising their handwriting.

Extra practice

❑ Point to one of the pictures on the page and say *What's this?* Encourage the students to count the items or children and give the full answer. For example, if you point at the middle picture, the students should say *One, two, three, four, five, six, seven. Seven apples.*

LESSON 6 page 21

1 Count, trace, and say

1 Point to page 21.
2 Look at the first picture with the students to elicit *jump*. Explain that the child is jumping, and that students have to count the number of jumps *Let's count!* Help students to trace the top dotted line with a finger and to count the jumps on the dots *1, 2, 3, 4, 5, 6* as they trace.



3 Students repeat the procedure for the run and kick pictures.
4 Students trace over the jumps with a pencil, counting as they do so. Then they point to the number at the end of each line and say the word *(six)*.
5 Students trace over the number with a finger and then with a pencil. Make sure they follow the directional arrows to write the numbers. They should say the number as they trace it. Circulate, asking individual children *What number is this?*

2 Color

1 Ask students to color the characters. Encourage all good effort.



Fast finishers

- In pairs or small groups, students make sets of eight things in the room, for example, pens, pencils, small toys, soft balls, books, etc.

3 Look and color

1 Hold up your book. Point to the vocabulary words. Ask *What are they?* to elicit the words. Ask the students if they know these words. If they know the words, they should color the smiley face next to the words.
2 Point to the *Issues* photo. Ask *What are they doing?* to elicit *run*. Discuss why exercise is important for our health. Ask the students to color the smiley face next to the photo.
3 Draw the letters *t* and *k* on the board. Point to the teddy bear in the book. Ask *What is it?* to elicit *teddy bear*. Ask the students to point to *t* or *k* on the board.
4 Point to the kicking boy. Ask *What is it?* to elicit *kick*. Ask the students to point to the correct letter on the board.
5 With your back to the class, write a large letter *t* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for *T*, *k and K*.
6 Ask your students to color the smiley face next to the phonics words.

Practice game

Play *Follow the pattern* (Games Bank, page 84).
1 In pairs, students stand at one side of the room.
2 One student hops, jumps or skips to the other side of the room, following a meandering path, and counting: *1, 2, 3, 4, 5, 6, 7, 8*.
3 The other student follows behind the first one, doing the same action, and also counting: *1, 2, 3, 4, 5, 6, 7, 8*.
4 When all the students get to the other side of the room, they turn around and repeat with the other student leading.



Closing

- Remind students about what they have learned so far and set them up for what they will
- continue learning in the upcoming days.
  Say *We can count to eight.*
  Next we will learn about music and musical instruments.



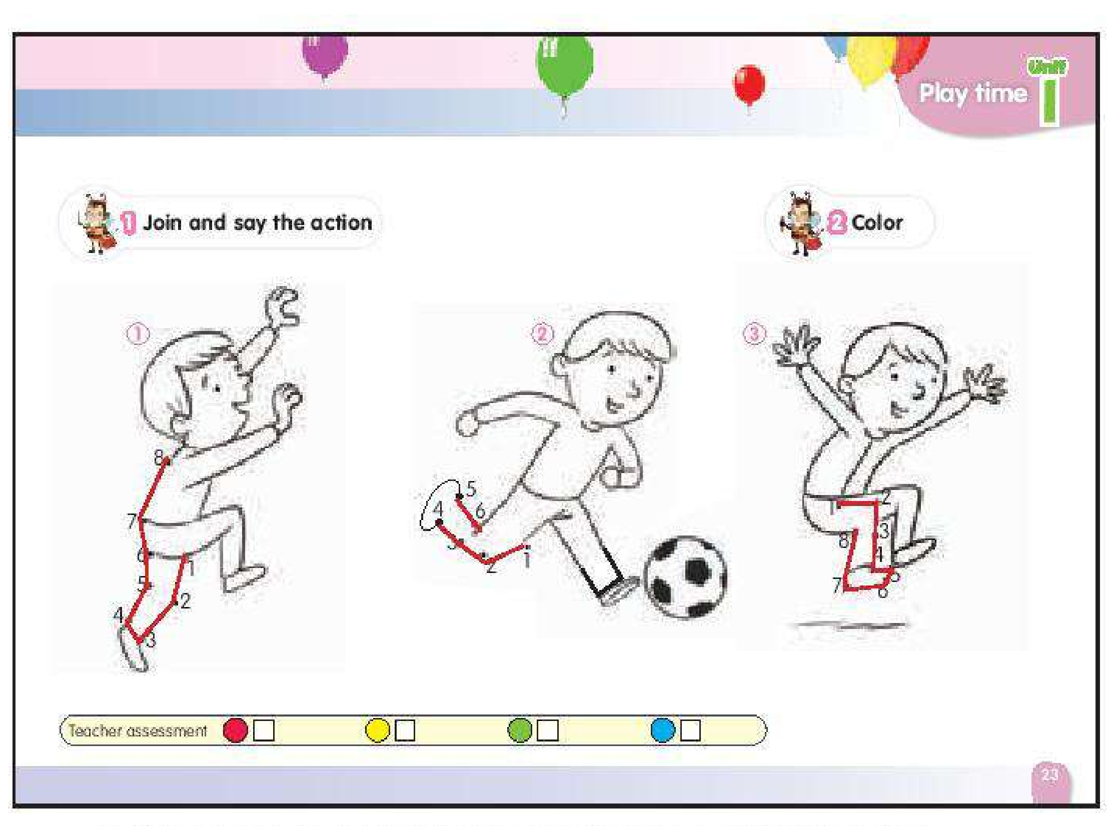
PLAY TIME page 22

- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Join and say the action

1 Remind the students of the numbers 1-8. You can ask them to look at pages 20 and 21 for help if they cannot remember.
2 Tell the students to look carefully at the pictures and the numbers. They need to find number 1.





3 When they find 1, they need to draw a line from 1 to 2, and then 3 and so on.
4 When they have completed all three pictures, they can show their partner and say the action (*run*, *hop*, *skip*).

2 Color

1 Ask the students to color the pictures carefully.

PLAY TIME page 23



- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Join and say the action

1 Remind the students of the numbers 1-8. You can ask them to look at pages 20 and 21 for help if they cannot remember.
2 Tell the students to look carefully at the pictures and the numbers. They need to find number 1.
3 When they find 1, they need to draw a line from 1 to 2, and then 3 and so on.
4 When they have completed all three pictures, they can show their partner and say the action (*climb*, *kick*, *jump*).

2 Color

1 Ask the students to color the pictures carefully.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses. Remember that your evaluation/assessment should be on the basis of the student's performance in the whole unit. Students' performance is linked to the learning objectives of the unit.
- Give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.

Unit 2

LESSON 1 page 24

Objectives: To identify vocabulary for musical instruments in a picture
To use musical instruments vocabulary in oral sentences.
To listen to and sing along with a song

Vocabulary: *drum, flute, guitar, piano, triangle*

Language: *I play the (piano).*

Materials: Student's Book, pages 24 and 25
Class CD
Online song video
Optional: Some pieces of music on CD
Pictures of musical instruments: drum, flute, guitar, piano, triangle
Coloring pencils or crayons
A soft ball for each group for the opener activity and for the *Color show* game
Paper for the *Fast finishers* activity

Opener

- Welcome the children with a smile and say *Hello!* Encourage the children to say *Hello!* back to you.
- Play a game *Hello* (Games Bank, page 85). Give each group a soft ball. Ask the groups of students to sit in a circle, and roll a ball to a student. Say *Hello, (name).* Encourage the student to say *Hello, (your name)* back to you. The student rolls the ball to another student and repeats. Continue until each student has had at least one turn.
- Review the character names: *Busy Bee, Adam, Dina, Laila and Youssef,* using the pictures in the book.

Presentation

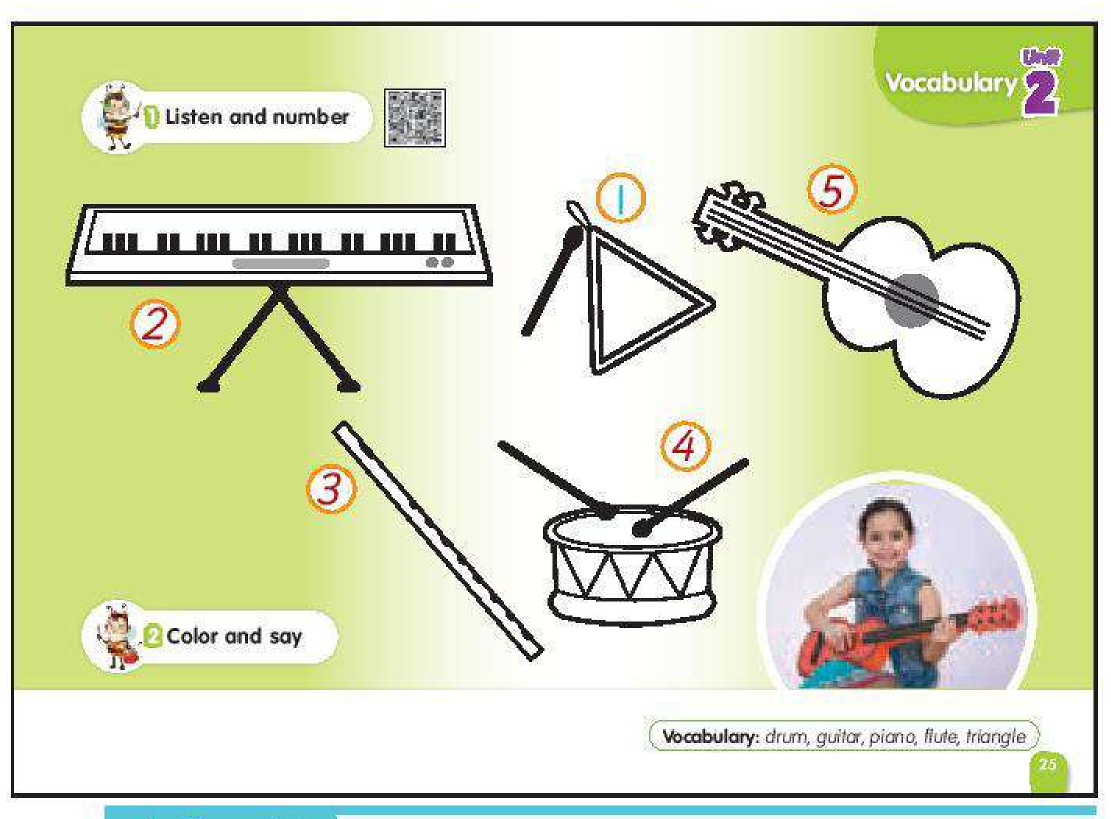
1 If you have a CD with some music available, play some to the class. You can also use one of the songs from this book's CD. Ask the students *Do you like music?* Discuss music and when we listen to it. Do any of the students know how to play a musical instrument?
2 Use pictures to present and practice the new music vocabulary: *drum, flute, guitar, piano* and *triangle*. Put the pictures on the board. Point to them and say the words. Ask the students to repeat several times.
3 Then point to each musical instrument picture in turn and ask *What's this?* Students say the words. Vary the order you point to the pictures.
4 Use calling sticks to choose individual students to come to the front of the class. Point to a picture on the board, say *(Ali), what's this?* Help the student to say the word.



1 [CD 1.12] Look, listen, and point

1 Help the students to find page 24.
2 Ask the students *Who can you see in the picture?* (Busy Bee, Adam, Dina, Laila, Youssef and a friend).
3 Point to a character and ask *Who is this?*
4 Point to the pictures of the instruments at the bottom of the page and ask *What instruments can you see?* Point to a musical instrument and ask *What's this?* (drum, guitar, piano, flute and triangle). Repeat each word for the students to hear.
5 Ask them to tell you anything else they can see in the picture (bee, cap, sweater, shorts, yellow, red, blue, green).
6 Help them to count the number of children, say *How many children are there? Let's count! 1, 2, 3, 4, 5. Yes, there are five.*
7 Say *Listen and point.* Play the CD. After each word, pause the CD and ask the students to show you the correct instrument in the picture.
8 Students can scan the QR code on their Student's Book and listen to the audio on the Egyptian knowledge Bank.





Audioscript

drum guitar piano flute triangle

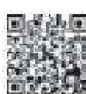
2 [CD 1.13 and 1.14] Sing

1 Say one of the instruments (e.g. *piano*) and mime playing it. Encourage the students to repeat the word and mime too. Repeat with the other instruments.
2 Say *Listen and point*. Play the song. For each verse, the students point to the correct musical instrument in the picture.

Audioscript

I like my music class. Listen to me.
I play the flute in my music class! Play with me!
I like my music class. Listen to me.
I play the triangle in my music class! Play with me!
I like my music class. Listen to me.
I play the piano in my music class! Play with me!
I like my music class. Listen to me.
I play the guitar in my music class! Play with me!
I like my music class. Listen to me.
I play the drum in my music class! Play with me!

3 Play the song again. Stop after each line and ask the students to repeat.
4 Play the song again. Encourage the students to sing along with the song as much as they can.
5 Play the song again. Encourage the students to do the actions of playing each instrument when they hear them.
6 When students are able, play the version of the song without words. Students sing as much as they can.

  A video of this song with animation and a karaoke version can both be accessed by scanning these QR codes.

LESSON 1 page 25

1  [CD 1.15] Listen and number

1 Help the students to find page 25.
2 Use the pictures in the Student's Book to elicit the names of the musical instruments. Ask *What's this? (piano, triangle, guitar, flute, drums)*.
3 Say *Listen and number*. Play the recording, pausing after each sound for the students to choose and point to the instrument they hear.
4 Ask the students to hold up their books and show you each instrument when they point to it. Play the sound again if the students need extra help.

Audioscript

1 [triangle]
2 [piano]
3 [flute]
4 [drum]
5 [guitar]

2 Color and say

1 Practice any known colors with a game of *Color show* (Games Bank, page 84). Roll or throw a soft ball or beanbag to a student and say *Show me (yellow / red / blue / green)*. The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color.

Unit 2

2 Tell students they are going to color in the pictures. Say *Let's color*.
3 Students work carefully to color the pictures as neatly as they can. Encourage them to say *I play the (musical instrument)* as they color each picture.
4 Go around the classroom and ask individual students *What's this? What color is it?* Provide help if needed.

Extra practice

❑ Ask the students to work in pairs to show their pictures to their partner. They should point at each picture and say *I play the (musical instrument)*.

Fast finishers

- Students can draw a simple picture of their favorite musical instrument. They can show the picture to another student and say *I play the (piano)*. Start a class wall display with their pictures.

Practice game

Play *Teacher says (1)* (Games Bank, page 86) to revise actions.
1 Play several times. Sometimes say *Teacher says* and sometimes just say the action.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can talk about musical instruments.*
  We can listen to musical instruments and say their names.
  We sang a song.
  Next we will read a story about Adam and Dina.
- Say *Thank you!* to the class and ask the students to say *Thank you!* to their shoulder partners.



LESSON 2 page 26

Objectives: To identify and use vocabulary for musical instruments in a picture story
To listen to and follow a picture story
To predict about what happens next in a story

Life skills: Problem solving (identifying a problem and suggesting solutions)

Vocabulary: *drum, guitar, piano, flute, triangle*

Language: *I'm (Adam). I play the (piano). Well done!*

Materials: Student's Book, pages 26-31
Class CD
Online story animation
Pictures of musical instruments: drum, flute, guitar, piano, triangle





Opener

- Revise the musical instruments: *drum, guitar, piano, flute* and *triangle,* with the class using the pictures of musical instruments.
- Play the song from Lesson 1, Student's Book, page 24 again with the class and ask students to sing along and mime with the song as much as they can.

1 [CD 1.16] Listen, read, and point

1. Help the students to find page 26.
2. Look at frame 1 with the class. Ask *Who is this?* for each main character. Students respond with the character names.
3. Ask them to identify the musical instrument (piano). Ask students to name anything else they can in the pictures *What else can you see? (teacher, shorts, t-shirt, blue, red, yellow, green, blue)*
4. Explain that the children are going to do a music talent show. Explain what a talent show is and that the children and the teacher are going to listen to each child play an instrument.
5. Play the CD for frame 1.

Audioscript

Narrator:	*1*
Teacher:	*Hello children!*
Children:	*Hello!*
Teacher:	*It's our talent show today! Let's start!*
Adam:	*I'm Adam. I play the piano.*
Teacher:	*Well done, Adam!*

LESSON 2 page 27

6. Ask them to identify the musical instruments in frame 2 (flute, guitar).
7. Play the CD for frame 2.

Audioscript

Narrator:	*2*
Dina:	*I'm Dina, I play the guitar.*
Teacher:	*Well done, Dina!*
Youssef:	*I'm Youssef. I play the flute.*
Teacher:	*Well done, Youssef!*



LESSON 2 page 28

8 Ask students to identify the musical instrument in frame 3 (triangle).
9 Ask the students to predict what happens in the story. Ask students for their guesses. You might want to focus students on Busy Bee just after frame 3 and ask *Is Busy Bee happy? Why? What does she want to do?*
10 Play the CD for frame 3.

Audioscript

Narrator:	*3*
Laila:	*I'm Laila. I play the triangle.*
Teacher:	*Well done, Laila!*

11 After the end of frame 3, stop the CD. Ask students to think about which instrument makes the sound they just heard? Point to the *Think!* box. Ask *What instrument did you hear? Who is playing it?* What do students think? (It's a drum.)







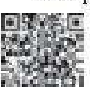
LESSON 2 page 29

12 Continue playing the story. Were students' predictions correct? (It's Busy Bee, playing a drum.) In frame 5, the children and Busy Bee all play their instruments together.
13 Play the CD for frames 4 and 5.



Narrator:	*4*
Teacher:	*What's that?*
Busy Bee:	*Hello everyone! I'm Busy Bee!*
Children:	*Hello, Busy Bee!*
Busy Bee:	*I play the drum!*
Narrator:	*5*
Teacher:	*Let's play together, children! Well done!*

14 Play the story again. Students listen, point to each frame and join in with any words that they can.
15 You could also play the CD and pause before each instrument word, asking the class to complete the sentences.



Digital link: An animated version of this story can be accessed by scanning this QR code.

Let's play music!

- Look at the photograph with the class. Ask *What can you see?* (The boy is learning to play the guitar.) Are students learning to play a musical instrument? Encourage students to tell you which one they are learning or which one they would like to learn to play.
- Now point to the sentence and say *Let's play music!* Ask students to point to the sentence and practice saying it to their shoulder partners.



Unit 2

LESSON 2 page 30

1 [CD 1.17] Look, listen, and number

1 Point to page 30.
2 Look at the small pictures at the top of the page with the class. Say *What's this? (piano, triangle, guitar, flute, drum)*. Students say *It's a (triangle)*.
3 Look at the pictures of the children and Busy Bee with the class. Ask the students to tell you who they can see in the pictures. Point to Dina and ask *Who's this?* Students say *It's Dina.* Continue for the rest of the pictures (Adam, Youssef, Laila and Busy Bee).
4 Tell students they are going to listen to the CD and choose which number of an instrument to write in the box next to each character. Say *Listen and number.* Play the first section of the CD. Students listen and decide which instrument to choose for Dina. They write number *3* in the box next to Dina.
5 Repeat for the other characters.

Audioscript

Narrator:	*1*
Dina:	*I'm Dina. I play the guitar.*
Narrator:	*2*
Adam:	*I'm Adam. I play the piano.*
Narrator:	*3*
Youssef:	*I'm Youssef. I play the flute.*
Narrator:	*4*
Laila:	*I'm Laila. I play the triangle.*
Narrator:	*5*
Busy Bee:	*I'm Busy Bee. I play the drum.*

Extra practice

- ❑ Play the story again, encouraging students to follow the pictures in their Student's Books.

2 Draw and say

1 Now ask students to draw each instrument next to their appropriate boxes. Go around and praise their work.
2 When they have finished, chose confident students to point to each box and pretend they are that character. For example, say *Number 3.* Student replies: *I'm Youssef. I play the flute.*



Fast finishers



- Students work in pairs. They point to their pictures and say *I'm (Nabil). I play the (piano).*





LESSON 2 page 31

1 [CD 1.18] Look, listen, and circle

1 Help the students to find page 31.
2 Point to the pictures in number 1 and ask *What can you see?* Elicit replies from volunteers: *a drum, a triangle, and a guitar.*
3 Tell students that they will now listen to someone talking about a musical instrument. They should listen carefully and circle the instrument that they hear being mentioned on the CD.
4 Play the CD for number 1 only and then check students' answers. Repeat the procedure for numbers 2 and 3.

Audioscript

Narrator:	*1*
Boy:	*I play the triangle.*
Narrator:	*2*
Girl:	*I play the piano.*
Narrator:	*3*
Boy:	*I play the drum.*

Practice game

To revise, ask the students to look again at pages 26-29 and tell you what happens in the story. Play *Mime it* (Games Bank, page 85) with either the whole class or in smaller groups.
1 Mime playing one of the musical instruments for the class to guess, e.g. flute. Encourage students to put their hands up if they want to answer.
2 Choose a student to say the word for your mime. Confirm they are correct and say *I play the (flute). Well done!*
3 Then you could encourage that student to do a mime by showing them a picture of another musical instrument, or by whispering another instrument to them.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We read a story about a talent show.*
  We can talk about the musical instruments we can play.
  Next we will learn about working together.

Unit 2

LESSON 3 page 32

Objectives: To identify and use vocabulary for musical instruments
To reinforce the importance of working together in and out of the classroom
To sing a song about working together
Life skills: Collaboration and participation
CLIL: Music: Instruments in class
Vocabulary: *drum, guitar, piano*
Language: *Let's work together.*
Materials: Student's Book, pages 32 and 33
Class CD
Online song video
Pictures of musical instruments: drum, guitar, piano, flute, triangle
Coloring pencils or crayons for each child

Opener

- Play *Guess the picture* (Games Bank, page 84) with the musical instruments. Start to draw one of the instruments, e.g. a triangle. Students guess which instrument it is. After a few rounds, you could invite a child who has guessed correctly to come to the front and draw the next instrument.
- Play the story from Lesson 2 again. Encourage students to join in as much as they can.
- For further practice, students could also act out the story in small groups and perform it in front of the class.

1 Look and say

1 Help the students to find page 32.
2 Discuss working together with the class. Explain that the children in the pictures are working together. Do your students work together? Can they tell you some examples of when they work together? Is it good to work together? Why?
3 Point to the photos at the top of the page (guitar, piano and drum). Point to the photo of the guitar and say *guitar*. Students repeat after you. Repeat for the piano and drum.
4 Ask the students to look at the first big picture on the page. Explain that the girls are working together to make a guitar. Repeat for the other pictures (the students are making a piano and a drum).
5 Ask students which instrument they like best. Tell them they will be making one of these instruments later in the unit.
6 Say the sentence at the bottom of the page *We work together!* Ask the students to repeat the sentence after you.



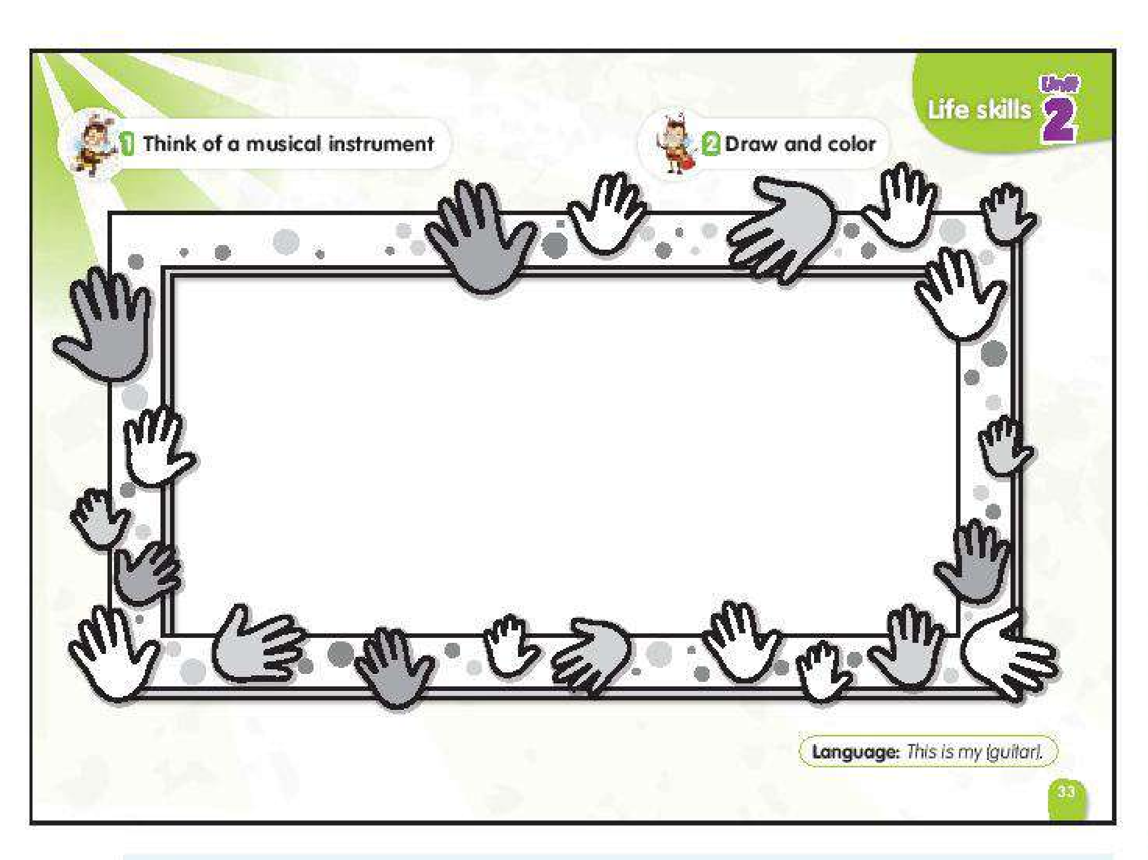
2 [CD 1.18] Sing and do

1 Put the pictures of the guitar, piano and drum on the board in the order they appear in the song. Encourage the children to mime playing the instruments.
2 Play the song on the CD. Students listen and point to each picture as the word is mentioned.
3 Students listen to the song again, and mime playing each instrument.
4 Gradually the students sing along with the song. They can do the actions as they sing.

Audioscript

Let's work together!
You and me
Let's make a guitar, one two, three!

Let's work together!
You and me
Let's make a piano, one two, three!



Let's work together!
You and me
Let's make a drum, one two, three!



Digital link: A video of this song can be accessed by scanning this QR code.



LESSON 3 page 33

1 Think of a musical instrument

1 Help the students to find page 33.
2 Make sure each student has some coloring pencils or crayons.
3 Ask students to think about an activity they do where they work together with others. This could be a craft-making activity, playing a game or anything else the children think of. Discuss their ideas in class.

2 Draw and color

1 Students draw and color their picture. Go around the class and help as necessary.
2 The students can then point to their picture and say *Let's work together*.

Fast finishers



- In pairs, students practice the instruments. Using page 32, one student points to an instrument and asks their partner *What's this?* Their partner replies *It's a (piano).*

Practice game

Play *Point to the picture* (Games Bank, page 85).
1 Display the pictures for drum, guitar, piano, flute and triangle on the board.
2 Say one of the words, e.g. *guitar* and students put up their hands to volunteer.
3 Choose a student to come to the board and point to the picture of the guitar.
4 The student says the next word and chooses someone to come and point to the correct picture. Encourage all students to participate and help any students who are shy. They can play the game in pairs if they are very nervous.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We talked about working together.*
  We sang a song.
  Next we will play a game.
  We will talk about the musical instruments we can play.

LESSON 4 page 34

Objectives: To talk about ability
To work together to play a game
To listen to and practice a dialog in pairs

Language: *I play the (piano). I play the (piano), too.*

Materials: Student's Book, pages 34 and 35
Class CD
Scissors
Coloring pencils or crayons
Optional: paper for the *Fast finishers* activity

Opener

- Play *Teacher says (1)* (Games Bank, page 86) to revise the action words (*hop, climb, jump, skip, run, walk*).
- Play the *Let's work together!* song from Lesson 3 with the class and students sing along and mime any actions they can.

1 [CD 1.19] Listen and point

1 Help the students to find page 34.
2 Look at the picture with the class. Ask *What can you see?* (There are two boys playing a game). Point and ask *What's this?* to elicit the musical instrument words.
3 Ask the students *What else can you see?* Encourage them to talk about the colors, classroom items, etc. Accept all correct answers. Say *Listen and point*. Play the CD to the class. Ask students to point to the musical instruments when they hear them mentioned.

Audioscript

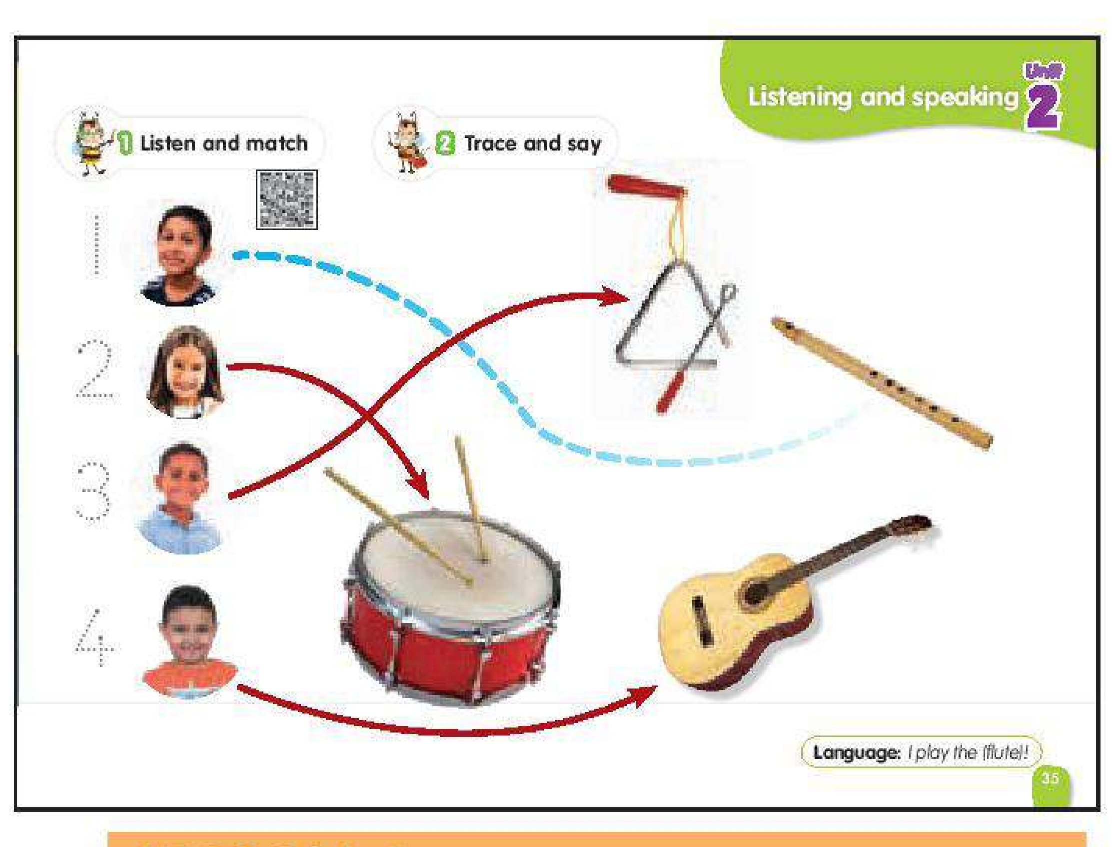
Narrator:	*1*
Boy 1:	*I play the piano.*
Boy 2:	*I play the piano, too!*
Narrator:	*2*
Boy 1:	*I play the drum.*
Boy 2:	*I play the drum, too!*
Narrator:	*3*
Boy 1:	*I play the guitar.*
Boy 2:	*I play the guitar, too!*



2 Look and say

1 Put the students into pairs. Say *Let's look and say!*
2 Ask the students to cut out the cards from the Unit 2 cut-outs, so that they have five cards each (ten per pair).
3 Demonstrate how to play the matching game using a pair of volunteers. Show students how to mix up their cards. Then show them how to place their cards face down in a pile in front of them.
4 One student begins the game by turning over the top card on their pile and placing it face up on the mat or table. Encourage the first student to say *I play the (piano)*.
5 The other student then turns over their top card. If it is the same, encourage them to say *I play the (piano), too!* If it is not the same, then they should just say its name *I play the (guitar)* and continue playing. If the cards don't match, they place them at the bottom of their piles.
6 When pairs find two identical cards, they place them face up together on the mat or table. The aim is to match each card with its partner. Monitor carefully, helping children to pronounce the words and to take turns correctly.
7 Confident learners can demonstrate their game in front of the class.





LESSON 4 page 35

1 [CD 1.20] Listen and match

1 Help the students to find page 35.
2 Use the photos to elicit the words *triangle*, *flute*, *guitar* and *drum*.
3 Use your fingers to revise the numbers 1–10. Elicit the numbers on the left-hand side of the page.
4 Then say *Listen and point to the number.* Play the recording, pausing after each speaker. Students point to the child on the left according to the number they hear.
5 Say *Listen and match.* Play the recording a second time. Again, pause after each speaker. This time, students draw a line from each child on the left to the instrument that they play on the right.

Audioscript

Narrator:	*1*
Boy 1:	*I play the flute.*
Narrator:	*2*
Girl 1:	*I play the drum.*
Narrator :	*3*
Boy 2:	*I play the triangle.*
Narrator:	*4*
Boy 2:	*I play the guitar.*

2 Trace and say

1 Say *Now trace the numbers.* Students trace the numbers *1*, *2*, *3* and *4*.
2 Then students look at the pictures they have matched and say *I play the (flute).*

Practice game

Play a version of *Mime it* (Games Bank, page 85).
1 Students sit in a circle. Give out the pictures of drum, guitar, piano, flute and triangle to some students.
2 Play some music (you could use the song from Lesson 1) and the children pass the pictures around the circle.
3 Pause the music and ask students who are now holding pictures to say *I play the (piano)*, according to the instrument on the pictures they are holding, and to mime playing that instrument.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We played a game.*
  We talked about the musical instruments we can play.
  Next we will learn about the sounds /g/ and /p/.

Unit 2

LESSON 5 page 36

Objectives: To recognize the letter sounds /g/ and /p/
To find words with the /g/ and /p/ sounds
To trace and copy the letter *g*, *p*, *G* and *P*

Vocabulary: *piano, Peter, pink, guitar, Gamila, green*

Materials: Student's Book, pages 36 and 37
Class CD
Pictures of musical instruments: piano, guitar
Paper for the *Fast finishers* activity

Opener

- Revise the musical instruments with the class by saying musical instruments for the whole class and individual students to mime playing them.
- Play the song from Lesson 1, Student's Book, page 24 again and ask students to sing along.

Presentation

1. Put the picture of the guitar on the board and ask *What's this?* Elicit *guitar*.
2. Write the letter *g* on the board.
3. Point at the letter and say /g/. Students repeat the sound /g/ with you.
4. Point at the guitar again and elicit *guitar*.
5. Write the word *guitar* on the board and color the *g*. Point to the letter and then the guitar quickly, saying /g/ *guitar*. Ask the students to repeat.
6. Write the letter *G* on the board. Point to it and say /g/. Point to the g and say /g/.
7. Explain to students that there are two ways to write this sound. We use *g* most of the time, but use *G* at the beginning of names and sentences.
8. Point to g and G again and elicit /g/.
9. Put the picture of the piano on the board and ask *What's this?* Elicit *piano*.
10. Write the letter *p* on the board.
11. Point at the letter and say /p/. Students repeat the sound /p/ with you.
12. Point at the piano again and elicit *piano*.
13. Write the word *piano* on the board and color the *p*. Point to the letter and piano, saying /p/ *piano*. Ask the students to repeat.
14. Repeat steps 6-8 for the letter P.

1 [CD 1.21] Look, listen, and repeat

1. Help the students to find page 36.
2. Point to the picture of the guitar and ask *What's this?* Students say the word *guitar*.



3. Then point to the letter g on the page and say the sound /g/. Students repeat after you. Practice this several times.
4. Play the CD. Sing the first part of the first verse of the song to the class. Then play the second part of the first verse, encouraging students to listen and repeat the /g/ sound.
5. Repeat with the second verse for the /p/ sound and *piano*.

Audioscript

Everyone listen
Listen to me
Listen and repeat
Repeat with me
g
g, g
g, g, g!
g guitar
Guitar!





Everyone listen
Listen to me
Listen and repeat
Repeat with me
p
p, p
p, p, p!
p piano
Piano!

2 Look and circle g and p or G and P

1 Look at the pictures with the class and identify the items in the pictures *What's this?* *(guitar, Gamila, green, piano, Peter, pink).* Say the words together with the class.
2 Point to the guitar. Say the word *guitar*. Say */g/ guitar*. Point to the *g* and show the students how to draw a circle around it.
3 Point to the piano. Say the word *piano*. Say */p/ piano*. Ask the students to draw a circle around *p*.
4 Point to the boy. Say the word *Peter*. Say */p/ Peter*. Point to the *P* and show the students how to draw a circle around it.

5 Repeat for the other words on the page.

Extra practice

❑ Point to each picture and ask the class to say the correct sound and word.

LESSON 5 page 37

1 Trace and copy

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
2 Model the letter formation for the letter g. Say the sound */g/*. With your back to the class, write a large letter *g* in the air with a finger. Make the starting point and direction of writing clear.
3 Students copy the letter in the air several times, saying the letter sound as they do so.
4 Model the correct way to write the letter on the board.
5 Help the students to find page 37.
6 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
7 Ask the students to trace over the dotted letter *g* in their book with a finger first.
8 Check that the students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
9 Ask them to trace the large letter with a pencil, making sure that they follow the direction of the arrows.
10 Repeat the same procedure for G.
11 Read the three words at the top of the page to the students. Ask them to trace the letters *g* and *G* for each word.
12 Repeat steps 2-11 for the letters p and P.

2 Color and say

1 Ask the students to color the pictures neatly.
2 Go around the room as they work and point to their pictures. Ask *What's this?* Encourage them to tell you the sounds, the items and the colors.
3 Put students into pairs to tell their partner the sound and the word for each picture. For example, they should point at the picture of the piano and say */p/ piano*.
4 Choose a confident student to come to the front of the class and show his/her work to the whole class.

Fast finishers



- Students can make a *p, g, P* or *G* poster to be displayed on the wall. They write and decorate a large *p, g, P* or *G* on the page and draw a picture to match the initial letter sound (Peter, piano, pink, guitar, Gamila, green). If they know any other simple words that start with p or g, they can draw these.
- If you have a display board for phonics posters, add the students' poster to it.

Practice game

Play *Circle it* (Games Bank, page 84).

1. Draw some letters students know, from Student's Book 1, on the board and the letter *p*.
2. Ask for a student to come to the board and circle the letter sound /p/.
3. Write some new letters and the letter *g*, and ask another student to circle the letter sound /g/.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can say /g/ and /p/.*
  We can recognize and write the letters g, p, G *and* P.
  We can find words with the /g/ and /p/ sounds.
  Next we will make a drum.
  We will talk about musical instruments we can play.

For the next class

- Ask students to bring in a container to make a drum.
- Ask them to bring any simple musical instruments that they would like to show to the class.



LESSON 6 page 38

Objectives: To work on a project to make a drum
To use the new language to present your drum to the class
To assess your own learning

Life skills: Collaboration and creativity

Vocabulary: *drum, flute, guitar, piano, triangle*

Materials: Student's Book pages 38 and 39
Containers (possibly from home), paper, balloons (if possible), rice, crayons, sticky tape, modeling clay, wooden sticks
A completed drum to show the class if possible
Coloring pencils or crayons for each child
Optional: paper for the *Fast finishers* activity





Opener

- Wave and say *Hello* to the class.
- Revise the /p/ and /g/ sounds with the class using the song from Lesson 5, page 36. Help students to find the letters p and g and words *piano* and *guitar* on Student's Book, page 36.
- In pairs, students play a version of *Pass the letter* (Games Bank, page 85). One student draws a letter (*p* or *g*) on their partner's back. The student guesses the letter. Students take turns.

Presentation

1 If you have made a drum, show this to the class.
2 Say *This is a drum. Listen!* Play the drum to show students the sound it makes.
3 Make sure each child has seen it properly by taking it around the class.

1 Make a drum

1 Help students to find page 38.
2 Look at the pictures together with the class. Say *Look! The children are making drums. Here are the materials. They are decorating their containers. They put in rice. They use a balloon (or paper) and some tape. They roll the clay into balls. They stick. They play their drums.*
3 Explain to the class that they are going to make their own drums, following the instructions in the pictures. Say *Now you try.*
4 If you have asked students to bring containers in, they can use these. Alternatively, distribute the containers along with the other materials students need to make their drums.
5 Show the students how to make a drum:
   - First, students decorate their piece of paper with crayons and stick this paper around the container.
   - Then they put some rice in their container and stretch the balloon over the top. They stick the balloon onto the sides so that they can tap it. If you don't have balloons, you can use paper, but you will need to tape it tightly.
   - Then they roll the modeling clay into two balls and push the balls onto the wooden sticks to make a pair of drumsticks.
6 Monitor students' work. Help them to work together and help each other. They will need to share crayons, paper and tape, so encourage them to be patient.
7 Ensure that they clean and tidy up when they finish.

2 Look and say

1 Use calling sticks to choose a student at a time. Help the students to show their drums to the class.
2 They can introduce them, by saying *I play the drum.* Encourage students to use any other words they know *It's a drum. It's (red).*

LESSON 6 page 39

1 Show and tell

1 Make sure that the students have their musical instruments from home with them. Place these on your table. Any student that doesn't have a musical instrument can put the drum that they have made on your table.
2 Help students to find page 39. Look at the page with the class, and explain that the children in the picture are playing musical instruments together. Elicit the instruments *What's this? (triangle, drum, guitar and flute)*
3 Say *Let's talk about our musical instruments.*
4 Choose a musical instrument and invite the student who brought it in to come to the front. Ask *What is this, (name)?*
5 Encourage the students to show the instrument, play it and say *I play the (triangle).* Help students with any instrument vocabulary that they have not learned yet.
6 Encourage students to use words and phrases that they have learned, such as *It's a (drum). I play the (drum).* They can use any additional vocabulary they know, such as *It's (red).*

Unit 2

2 Look and color

1 Hold up your book. Point to the vocabulary words. Ask *What are they?* to elicit the words. Ask the students if they know these words. If they are happy that they know the words, they should color the smiley face next to the words.
2 Point to the *Life skills* photo. Ask *What are they doing?* to elicit *work together*. Discuss why working together is important. Ask the students to color the smiley face next to the photo if they understand why working together is important.
3 Draw the letters *p* and *g* on the board. Point to the piano in the book. Ask *What is it?* to elicit *the piano*. Ask the students to point to *p* or *g* on the board. Which is the correct letter for this word?
4 Point to the guitar. Ask *What is it?* to elicit *guitar*. Ask the students to point to the correct letter on the board.
5 With your back to the class, write a large letter *p* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for *g*.
6 Ask your students to color the smiley face next to the phonics words if they know them.
7 Point to the *Art* picture. Remind students about the drum they made. Ask them to color the smiley face.

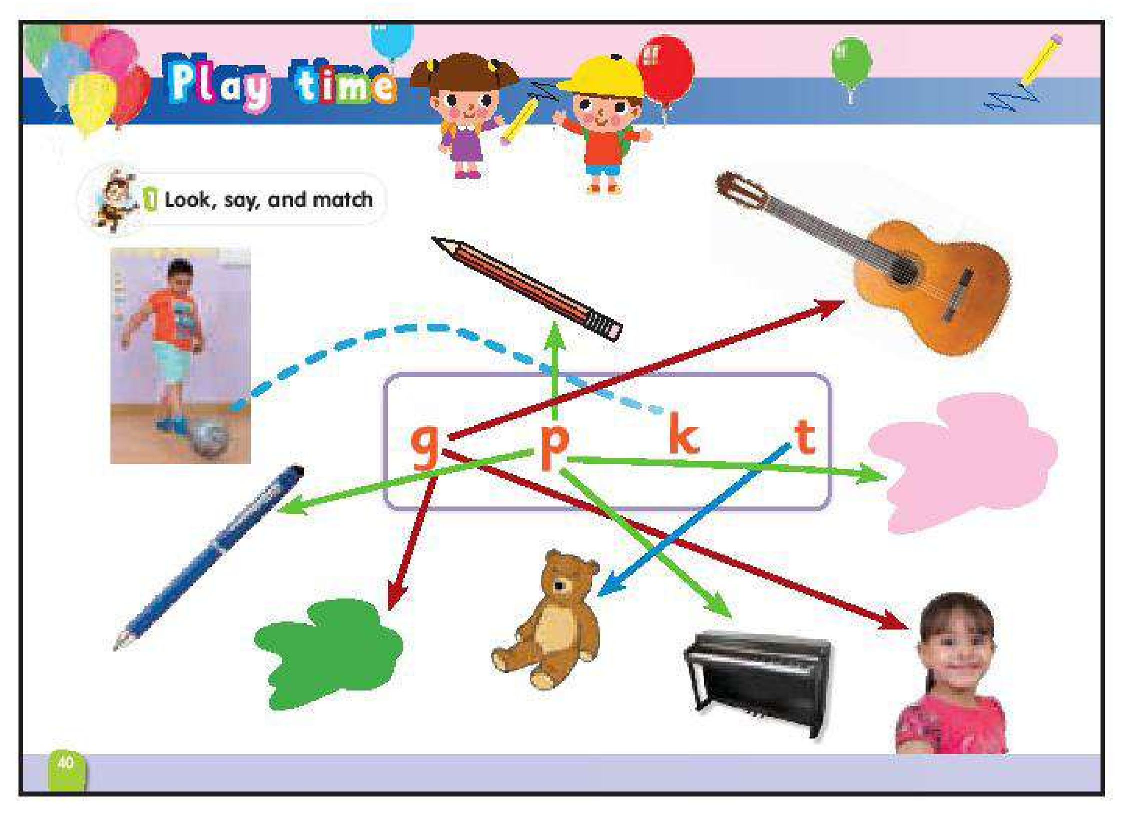
Practice game

Play *Follow the leader*.

1 March around the class with your drum if you have made one (or a class drum), saying *I play the drum*.
2 Students follow you, playing their drums and saying *I play the drum, too*.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We made a drum.*
  We talked about the musical instruments we can play.
  Next we will learn about our homes.
- Say *Thank you!* to the class. Ask the class to say *Thank you!* to their shoulder partners and their teacher.



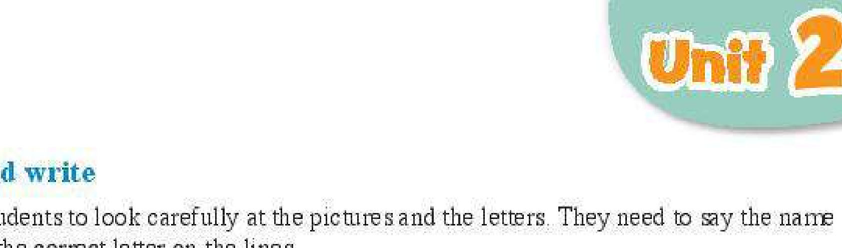
PLAY TIME page 40



- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

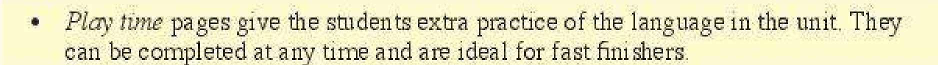
1 Look, say, and match

1 Remind the students of the letters g, p, k and t. You can ask them to look at pages 18, 19, 36 and 37 for help if they cannot remember.
2 Tell the students to look carefully at the pictures and the letters. They need to match the sound at the start of each word to the letter, as in the example.
3 When they have matched all the pictures to the letters, they can show their partner and say the words.





PLAY TIME page 41



- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and say

1 Tell the students to look carefully at the pictures and the letters. They need to say the word.
2 Remind the students of the letters g, p, t and k. You can ask them to look at pages 18, 19, 36 and 37 for help with drawing each letter if they cannot remember.

2 Write

1 Ask them to write the correct letter on the lines. When they have written all the letters, they can show their partner and say the words.

3 Look and write

1 Tell the students to look carefully at the pictures and the letters. They need to say the name and write the correct letter on the lines.
2 When they have written all the letters, they can show their partner and say the words.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.
- Remember that your assessment is based on your students' performance.
- Remember to list the learning objectives of the unit and to tick the blue face if the student achieves all the learning objectives.

Unit 3

LESSON 1 page 42

Objectives: To identify vocabulary for parts of a house in a picture
To listen to and sing along with a song

Vocabulary: *bathroom, bedroom, garden, house, kitchen, living room*

Language: *This is the (bedroom).*

Materials: Student's Book, pages 42 and 43
Class CD
Online song video
Pictures of musical instruments: drum, flute, guitar, piano, triangle
Pictures from a magazine of rooms in a house: bathroom, bedroom, garden, house, kitchen, living room
Coloring pencils or crayons
Paper for the *Fast finishers* activity

Opener

- Welcome the children with a smile and say *Hello!* Encourage the children to say *Hello!* back to you.
- Play *What's missing?* (Games Bank, page 86). Put pictures of the drum, flute, guitar, piano and triangle on the board. Revise the vocabulary. Ask students to shut their eyes. Remove one picture. Tell students to open their eyes. Ask them which picture is missing. Confirm the answer by showing them the picture. Repeat, choosing a different picture each time.

Presentation

1 Talk with the students about their homes: how homes are important, what we see at home, etc. to prepare them for the new unit and link it to their lives.
2 Use pictures to present and practice the new vocabulary: *bathroom, bedroom, garden, house, kitchen* and *living room.*
3 Put the pictures on the board. Point to them and say the words. Ask the students to repeat several times. Vary the order you point to the items.

1 [CD 1.22] Look, listen, and point

1 Help students to find page 42.
2 Ask *Who can you see? (Dina, Adam and Busy Bee).*
3 Point to the dolls the children are playing with and elicit the word *What toy can you see?* Explain that the children are playing with a doll's house. Say *Look! A doll's house.*



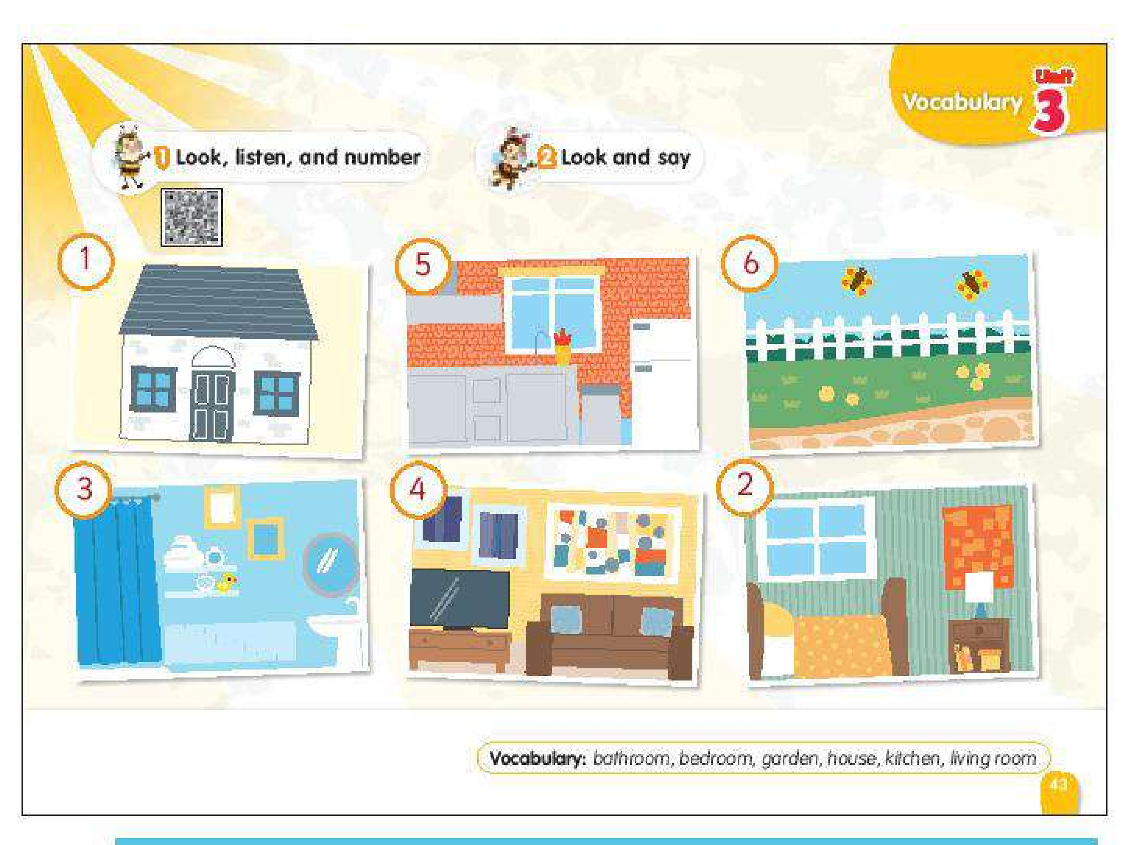
4 Ask them to tell you anything else they see in the picture.
5 Point to the different rooms in the house. Point to the bedroom and say *bedroom.* Repeat with the other rooms.
6 Say *Listen and point.* Play the CD. After each word, pause the CD and ask the students to show you the correct room in the picture.
7 Students can scan the QR code on their Student's Book and listen to the audio on the Egyptian knowledge Bank.

Audioscript

bathroom	*bedroom*	*garden*
house	*kitchen*	*living room*

2 [CD 1.23 and 1.24] Sing

1 Draw the outline of a house on the board, big enough to fit the magazine pictures of rooms into the outlines provided. Place the pictures of rooms in the picture of the house on the board.
2 Say *Listen and point.* Play the song. For each verse, students point to the correct room in the house.

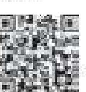


Audioscript

Come and see
Our doll's house
Come and play with us!
This is the bedroom.
This is the bathroom.
This is the kitchen.
This is the living room.
And this is the beautiful garden!
Come and see
Our doll's house
Come and play with us!

3 Play the song again. Stop after each part of the house to make sure that the students repeat it correctly and point to the right picture.
4 Play the song again. Encourage students to sing along with the song as much as they can.
5 Play the song again. Encourage students to point to the rooms on the board when they hear them.

6 When students are able, play the version of the song without words. Students sing as much as they can.

  **Digital link:** A video of this song with animation and a karaoke version can both be accessed by scanning these QR codes.

LESSON 1 page 43

1 [CD 1.25] Look, listen, and number

1 Help students to find page 43.
2 Use the pictures to elicit the words *house*, *kitchen*, *garden*, *bathroom*, *living room*, *bedroom*.
3 Explain to the students that they have to listen and decide which picture is being described. Say *Listen and point*. Play the CD, pausing for students to point to the pictures.
4 Ask students to hold up their books and show you each room when they point to it.
5 Play the CD again and ask students to write the correct number next to each room.
6 When they have finished, ask students to hold up their books so that you can see their answers.

Audioscript

Narrator:	*1*
Girl:	*This is the house.*
Narrator:	*2*
Girl:	*This is the bedroom.*
Narrator:	*3*
Girl:	*This is the bathroom.*
Narrator:	*4*
Girl:	*This is the living room.*
Narrator:	*5*
Girl:	*This is the kitchen.*
Narrator:	*6*
Girl:	*This is the garden.*

2 Look and say

1 Hold up your book. Point to a room and say *What is this?* Elicit the answer *This is the (kitchen).*
2 Repeat for all the rooms.
3 Put students into pairs. They should point at the pictures and tell their partner *This is the (bathroom).*
4 Go around the classroom and ask individual students *What's this? What color is it?*

Unit 3

Extra practice

❑ Ask the one or two pairs to repeat their dialog to the class.

Fast finishers



- Students can draw a simple picture of the rooms in their house. Display their pictures on the wall and encourage them to talk about the rooms.

Practice game

Play *Guess the picture* (Games Bank, page 84) with the whole class to revise the vocabulary.

1 Slowly draw a picture of a vocabulary item, e.g. *bathroom*, *bedroom*, *house*, *garden*, *kitchen* or *living room* on the board.
2 Pause for students to guess the word.
3 Students could play in teams, with each group trying to guess first.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can talk about rooms in a house*
  We can listen and number a picture.
  We sang a song.
  Next we will read a story about Adam and Dina.

LESSON 2 page 44

Objectives: To identify vocabulary for parts of the house in a picture story
To listen to and follow a picture story
To identify a problem and suggest solutions

Life skills: Problem solving (identifying a problem and suggesting solutions)

Vocabulary: *bathroom, bedroom, garden, house, kitchen, living room*

Language: *Where's (Dina)? She's in the (bathroom).*

Materials: Student's Book, pages 44 - 49
Class CD
Online story animation
Pictures from a magazine of rooms in a house: bathroom, bedroom, garden, house, kitchen, living room
Optional: A doll's bed and bedclothes for the *Look and learn* activity
Paper for the *Fast finishers* activity



Opener

- Revise the house vocabulary with the class using the pictures from a magazine.
- Play the song from Lesson 1, Student's Book, page 42 again with the class and ask students to sing along as much as they can.

1 [CD 1.26] Listen, read, and point

1 Help students to find page 44.
2 Look at the story frames with the class. Ask *Who is this?* for each main character. Students respond with the character names.
3 Explain that the children are going to play a game called *Hide and Seek*. Ask students if they play this game with their friends too.
4 Ask the students to help Adam find his friends who are hiding in the different rooms of the house.
5 Point to Adam counting in the garden and say *Where is Adam? (in the garden) What is he doing? (counting).*
6 Play the CD for frames 1 and 2. Pause the CD. Ask *Where's Dina?* and elicit *She's in the the garden.*



Audioscript

Narrator:	*1*
Adam:	*Let's play a game.*
Dina/Youssef/Laila:	*Yes!*
Adam:	*1, 2, 3, 4, 5, 6, 7, 8, 9, 10! I'm coming!*
Narrator:	*2*
Adam:	*Where's Dina? Ah, look, she's in the garden!*



LESSON 2 page 45

7 Play the CD for frame 3. Pause. Ask *Where's Youssef?* and elicit *He's in the bathroom.*
8 Play the CD for frame 4. Pause. Ask *Where's Laila?* and elicit *She's in the living room.*

Audioscript

Narrator:	*3*
Adam:	*Where's Youssef? Ah, look, he's in the bathroom!*
Narrator:	*4*
Adam:	*Where's Laila? Ah, look, she's in the living room!*



LESSON 2 page 46

9 Play the CD for frame 5. Pause. Ask the students to predict what happens in the story. Ask students for their guesses. Point to the *Think!* box. Point out that Adam can't find Busy Bee. Say *Oh no! Adam can't find Busy Bee. Where do you think Busy Bee is?*

Audioscript

Narrator: *5*
Adam: *Where's Busy Bee?*
Is she in the kitchen? No…
Where is she? Hmm.









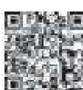
LESSON 2 page 47

10 Continue playing the story. Were students' predictions correct? (Adam is looking for Busy Bee. He looks under the bed in the bedroom, and finds her.)

Audioscript

Narrator:	*6*
Adam:	*She's in the bedroom!*
Youssef:	*She's under the bed.*

11 Play the story again. Students listen, point to each frame and join in with as many words as they can.
12 You could also play the CD and pause before each house word, asking the class to complete the sentences.



Digital link: An animated version of this story can be accessed by scanning this QR code.

Make your bed!

1 Look at the photograph with the class. Ask *What can you see?* (The boy is making his bed.)
2 Do students make their beds like this? If you have access to a doll's bed and bedclothes, you could demonstrate how to make a bed using these. Praise students who make their beds and encourage others to make their beds. Motivate them to help their moms at home and to be tidy and clean.
3 Now point to the sentence *Make your bed!* And ask students to point to it, too. Say the sentence out loud and ask students to repeat. Now ask students to read the sentence to their shoulder partners.



LESSON 2 page 48

1 Look and find

1 Point to page 48.
2 Look at the picture in the top left-hand corner of the page with the class. Ask *Who can you see? (Adam and Dina. They are looking for Busy Bee).* Say *Let's look for Busy Bee, too.*
3 Focus attention on the second picture. Ask *Can you see Busy Bee? What room is she in? Yes, it's the bathroom.*
4 Repeat for the other pictures (*bedroom, kitchen, living room, garden*).

2 Circle Busy Bee

1 Ask students to find Busy Bee in the first picture and point to her.
2 Tell them to take out their pencils and draw a circle around Busy Bee in the picture. Ask the students to hold up their books and show you their answers.
3 Ask *Where's Busy Bee?* Encourage students to reply *She's in the bathroom.*
4 Repeat for the other pictures, with students drawing a circle around Busy Bee each time they find her.
5 Go around the room and help as necessary.

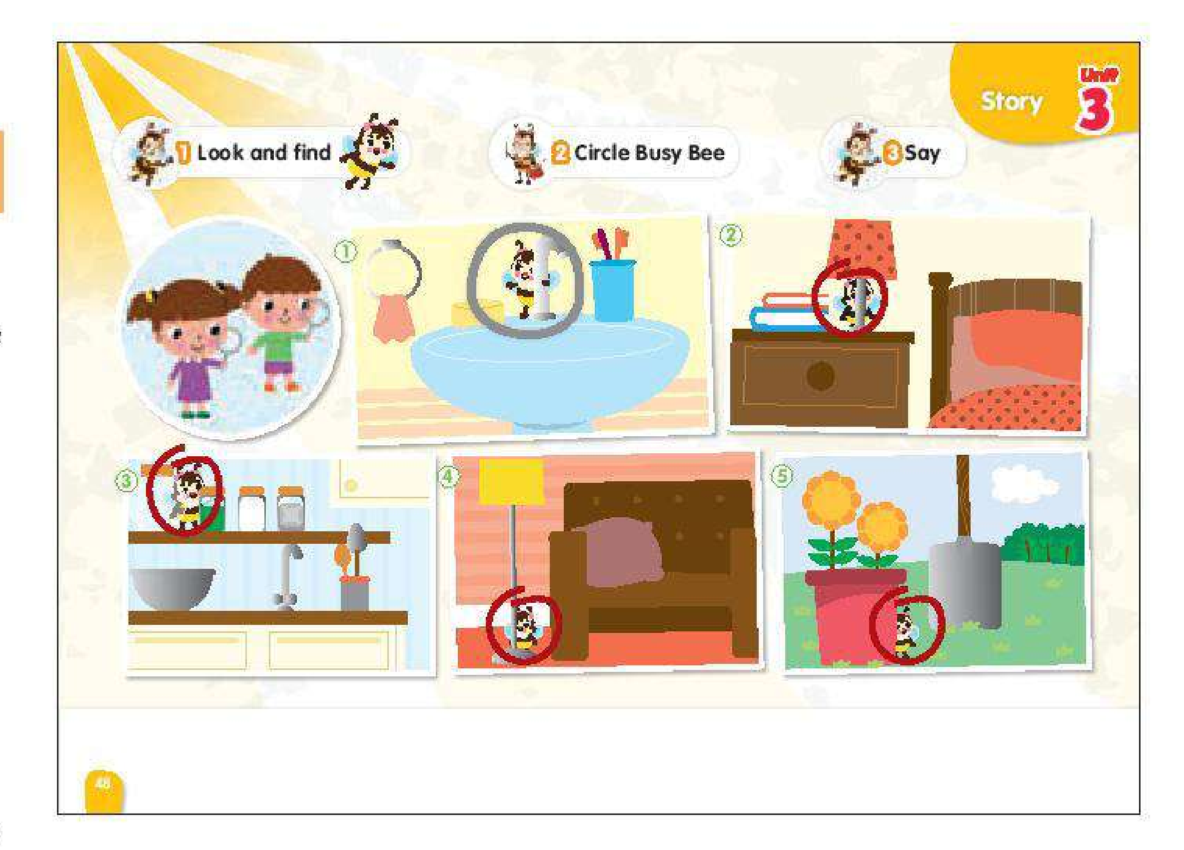
3 Say

1 Help students to talk about Busy Bee's location in each picture. Point to number 1 and ask Where's Busy Bee? Encourage students to reply She's in the bathroom.
2 Repeat the procedure for pictures 2-5.

Answers:
2 She's in the bedroom.
3 She's in the kitchen.
4 She's in the living room.
5 She's in the garden.

Extra practice

❑ Play the story again, encouraging students to follow the pictures in their Student's Book.









1 Look and color

1 Tell the students to color the house.
2 Tell the students to look carefully at the numbers and colors.
3 Ask them to color the picture of the house according to the number in each part.

2 Look and say

1 When they have finished, they can show their partner and tell them about the picture. For example, they can refer to the entire house and say *It's a house*. They can refer to the door and say *It's blue*, *etc*.





- Students draw a simple picture of a room in their own house. They draw one of their family members in the house.
- Then they work in pairs to play a game with the pictures. One student shows their picture to their partner and asks *Where's (Mommy)?* The other student points to Mommy in the picture and replies *(She)'s in the (bathroom).*
- Display the pictures on the wall so that you can use them to review vocabulary.

Practice game

Play *What's missing?* (Games Bank, page 86) with the magazine pictures of rooms.
1 Put the pictures on the board. Revise the vocabulary.
2 Ask the students to shut their eyes. Remove one picture.
3 Tell the students to open their eyes. Ask them which picture is missing.
4 Confirm the answer by showing them the picture.
5 Repeat, choosing a different picture each time.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We read a story about a game of hide and seek.*
  We talked about making our beds.
  Next we will learn about doing things ourselves.

Unit 3

LESSON 3 page 50

Objectives: To talk about daily habits using vocabulary for the house
To engage in activities that reinforce independence and self-management
To sing a song about doing things for ourselves

Life skills: Self-management

Vocabulary: *bedroom, garden, bathroom*

Language: *I can do it!*

Materials: Student's Book, pages 50 and 51
Class CD
Online song video
Pictures from a magazine of rooms in a house: bathroom, bedroom, garden, house, kitchen, living room
Paper for the *Fast finishers* activity

Opener

- Review *bathroom, bedroom, garden, house, kitchen* and *living room* with the pictures from magazines.
- Play the story from Lesson 2 again. Encourage students to join in as much as they can.
- For further practice, students could also act out the story in small groups and perform it in front of the class.

1 Look and say

1 Help students to find page 50.
2 Discuss independence with the class. Explain that the children in the pictures are doing things for themselves. What do your students do for themselves? Ask *Can you brush your hair? Can you clean your teeth?* Ask them to tell you some more examples. Encourage them and say *Well done!*
3 Point to the photos at the top of the page (bedroom, garden and bathroom). Point to the photo of the bedroom and say *bedroom*. Students repeat after you. Repeat for the garden and bathroom.
4 Ask the students to look at the first big picture on the page. Ask *What is he doing? (watering the flowers)*. Do the same with garden and bathroom. Accept any simple answer.
5 Ask the students if they can do these things themselves.
6 Say the sentence at the bottom of the page *I can do it!* Ask the students to repeat the sentence after you.



2 [CD 1.27] Sing and do

1 Play the song on the CD. Students listen and point to each picture in the book as the word is mentioned.
2 Students listen to the song again. Pause after each verse and mime doing each action.
3 Gradually the students then sing along with the song. They can do the actions as they sing.

Audioscript

I can do it!
I water the flowers
Like this!
I can do it!
I clean my teeth
Like this!
I can do it!
I make my bed
Like this!







Digital link: A video of this song can be accessed by scanning this QR code.

LESSON 3 page 51

1 Look and draw ☺ ☹

1 Help the students to find page 51.
2 Make sure each student has a pencil.
3 Ask the students to look at the pictures. Discuss what the children are doing in each photo (getting dressed, riding a bicycle, making a sandwich, tying a shoelace, setting the table). Encourage students to participate as much as possible.
4 Point at the first picture. Say *Can you do it?* Ask the students to draw a happy smile on the face next to the photo if they can dress themselves. If they need help, they can draw a sad face. Tell them that a sad face just means that they are still working toward this goal and they will be able to do it in the future.

Extra practice

- ❑ Tell students to work in pairs. They can show their partner their work, point to their photos with smiley faces and say *I can do it*.

2 Say

1 Encourage students to speak about each picture. Do not correct any mistakes, and encourage them to speak in a safe environment. For example, point to number 1 and ask a student: *(Injy), can you put on a jacket?* Elicit, *Yes, I can*, or *No, I can't*.
2 Repeat with the other pictures and with other students.

Fast finishers

- Ask the students to think about something they want to be able to do themselves in the future, for example make a cake, drive a car, go shopping, etc. Ask them to draw a picture of themselves doing this.

Practice game

Play *Word whispers* (Games Bank, page 86) to practice the parts of the house.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We talked about doing things ourselves.*
  We sang a song.
  Next we will talk about where people are in a house.

LESSON 4 page 52

Objectives: To ask and answer about where a person is
To listen to and practice a dialog in pairs

Vocabulary: *bathroom, bedroom, garden, house, kitchen, living room*

Language: *Where's (Dina)? He's / She's in the (bedroom).*

Materials: Student's Book, pages 52 and 53
Class CD
Scissors
Coloring pencils or crayons
Optional: paper for the *Fast finishers* activity

Opener

- Use the pictures from magazines to revise the parts of a house. Have a picture of e.g the living room but do not show the class. Say *Guess what I have?* Students guess the part of the house.
- Play the *I can do it!* song from Lesson 3 with the class. Students sing along and mime any actions they can.

1 [CD 1.28] Listen, point, and play

1 Help the students to find page 52.
2 Look at the picture with the class. Ask *What can you see?* There are two girls and they have cut-out pictures of Adam, Dina, Laila and Youssef which they are placing in particular rooms of a house in front of them. Make sure the students can identify the names of the rooms.
3 Say *Listen and point*. Play the first dialog on the CD. Ask the students to listen and point to the correct character and room.
4 Ask the students to hold up their books and show you what they are pointing to.
5 When the students all understand the activity, repeat for the other dialogs.



Audioscript

Narrator:	*1*
Girl 1:	*Where's Adam?*
Girl 2:	*He's in the bathroom.*
Narrator:	*2*
Girl 1:	*Where's Dina?*
Girl 2:	*She's in the bedroom.*
Narrator:	*3*
Girl 1:	*Where's Laila?*
Girl 2:	*She's in the living room.*
Narrator:	*4*
Girl 1:	*Where's Youssef?*
Girl 2:	*He's in the kitchen.*

2 Look and say

1 Put the students into pairs. Say *Let's look and say!*
2 Ask the students to look at the cut-outs for Unit 3. Ask the students to cut out the character cards.





3 Show how students should do the activity in pairs.
4 Students take turns to place their four character cards in different rooms of their house.
5 Then they ask their partner where each of the characters is in the house.
6 Model the dialog with a student:
   • Student A asks *Where's (Adam)?*
   • Student B answers *He's in the (kitchen).*
7 Students work in pairs, taking turns to ask and answer. Monitor carefully, helping students to pronounce the words and to play the game together nicely.
8 Confident learners can demonstrate their game in front of the class.

LESSON 4 page 53

1 Choose and match

1 Help the students to find page 53.
2 Use the pictures around the page to elicit the character names: *Dina, Adam, Laila* and *Youssef.*
3 Point to the picture of the house to elicit the words for the parts of the house: *bathroom, bedroom, garden, house, kitchen, living room.*
4 Students choose where they would like Dina to be and draw a matching line to show which room she is in.
5 Repeat the procedure for the other characters and rooms. The students are making their own decisions in this activity, so accept all good answers.

2 Ask and answer

1 In pairs, students take turns to ask *Where's (Laila)?* and answer according to where they have drawn the matching line to in the house *(She's) in the (bathroom).*
2 Monitor carefully, checking that the children understand what they have to do and are asking and answering correctly.
3 Ask some confident pairs to show their dialogs to the class.

Fast finishers

• In pairs students act out something they do in one of the rooms for their partner to guess the room. One student says *Where am I?* and does an action, for example, brushing teeth. The other student guesses *In the bathroom.*

Practice game

Play *Guess the picture* (Games Bank, page 84) to revise the parts of the house.

Closing

• Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
• Say *We talked about where people are in a house.*
  We played a game.
  Next we will learn about the sounds /I/ and /Λ/.

LESSON 5 page 54

Objectives: To recognize the letter sounds /I/ and /Λ/
To find words with the /I/ and /Λ/ sounds
To trace and copy the letters *i*, *u*, *I* and *U*

Vocabulary: *in, insect, ink, Injy, umbrella, up, Uncle Amr*

Materials: Student's Book, pages 54 and 55
Class CD
Pictures from a magazine of rooms in a house: bathroom, bedroom, garden, house, kitchen, living room
A doll, a box and an umbrella
Paper for the *Fast finishers* activity

Opener

- Mime something that you do in one of the rooms (e.g. sleep) and ask *Where am I?*
- Elicit the answer (*in the bedroom*). Repeat for the other rooms of the house.
- Play the song from Lesson 1, Student's Book, page 42 again and ask students to sing along.

Presentation

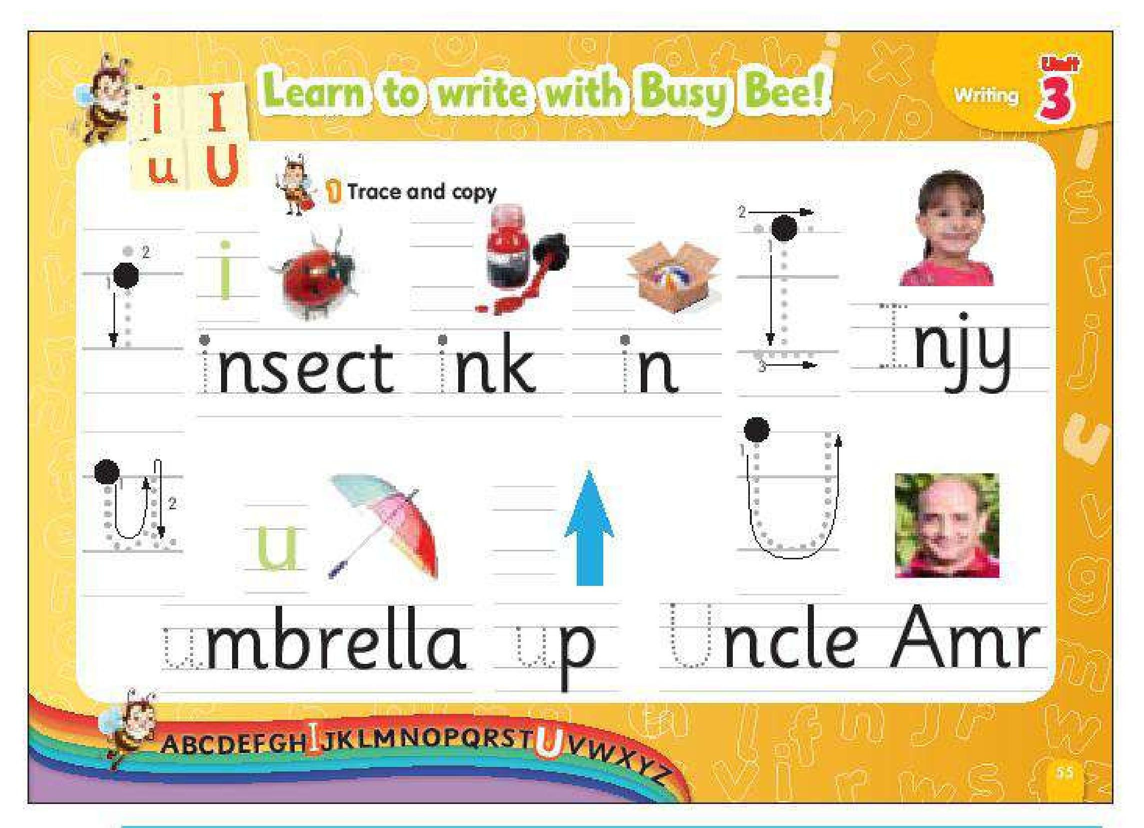
1 Hold up the doll. Say *What is it?* Elicit *doll*. Hold up the box. Say *What is it?* Elicit *box*.
2 Put the doll in the box and ask *Where's the doll?* Elicit *It's in the box*.
3 Then say *in*. Students repeat after you.
4 Write the letter *i* on the board.
5 Point at the letter and say /I/. Students repeat the sound /I/ with you.
6 Write *in* on the board and circle the *in*.
7 Point at the doll in the box again and elicit *in*.
8 Point to the letter and then the doll in the box quickly, saying /I/ *in*. Ask the students to repeat.
9 Write the letter *I* on the board. Point to it and say /I/. Point to the i and say /I/.
10 Explain to students that there are two ways to write this sound. We use *i* most of the time, but use *I* at the beginning of names and sentences.
11 Point to i and I again and elicit /I/.
12 Hold up an umbrella and ask *What's this?* Elicit *umbrella*.
13 Write the letter *u* on the board.
14 Point at the letter and say /Λ/. Students repeat the sound /Λ/ with you.
15 Write *umbrella* on the board. Circle the *u*.
16 Point at the umbrella again and elicit *umbrella*.
17 Point to the letter and the umbrella, saying /Λ/ *umbrella*. Ask the students to repeat.
18 Repeat steps 9-11 for the letter U.



1 [CD 1.29] Look, listen, and repeat

1 Help the students to find page 54.
2 Point to the picture of the ball in the box and ask *What's this?* Students say the word *in*.
3 Then point to the letter i on the page and say the sound /I/. Students repeat after you. Practice this several times.
4 Play the CD. Sing the first part of the first verse of the song to the class. Then play the second part of the first verse, encouraging students to listen and repeat the /I/ sound.
5 Repeat with the second verse for the /Λ/ sound and umbrella.





Audioscript

Everyone listen
Listen to me
Listen and repeat
Repeat with me
I
I, I
I, I, I!
I in
In!

Everyone listen
Listen to me
Listen and repeat
Repeat with me
ʌ
ʌ, ʌ
ʌ, ʌ, ʌ!
ʌ *umbrella*
Umbrella!

2 Look and circle i and u or I and U

1 Look at the pictures with the class and identify the item in the pictures *What's this? (in, insect, ink, umbrella, up).* Say the words together with the class.
2 Point to the ball in the box. Say the word *in*. Say */I/ in*. Point to the *i* and show the students how to draw a circle around it.
3 Point to the umbrella. Say the word *umbrella*. Say */ʌ/ umbrella*. Ask the students to draw a circle around *u*.
4 Point to the insect. Say the word *insect*. Say */I/ insect*. Point to the *i* and show the students how to draw a circle around it.
5 Repeat for the other words on the page.

Extra practice

❑ Point to each picture and ask the class to say the correct sound and word.

LESSON 5 page 55

1 Trace and copy

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
2 Model the letter formation for the letter *i*. Say the sound */I/*. With your back to the class, write a large letter i in the air with a finger. Make the starting point and direction of writing clear. Make sure that you draw the line first and then the dot.
3 Students copy the letter in the air several times, saying the letter sound as they do so.
4 Model the correct way to write the letter on the board.
5 Help the students to find page 55.
6 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
7 Ask the students to trace over the dotted letter *i* in their book with a finger first. Make sure that they are drawing the line before the dot.
8 Check that the students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.

9 Ask them to trace the large letter with a pencil, making sure that they follow the direction of the arrows. Go around the classroom, helping and checking that the students are forming the letter correctly.
10 Repeat the same procedure for I.
11 Read the four words at the top of the page to the students. Ask them to trace the letters *i* and I for each word.
12 Repeat steps 2-11 for the letters *I*, *u* and *U*.

Fast finishers



- Students can make an *i*, *u*, *I* or *U* poster to be displayed on the wall. They write and decorate a large *i*, *u*, *I* or *U* on the page and draw a picture to match the initial letter sound (in, insect, ink, umbrella, up). If they know any other simple words that start with *i* or *u*, they can draw these.
- If you have a display board for phonics posters, add the students' poster to it.

Practice game

Play *Circle it* (Games Bank, page 84).
1 Draw some letters students know from Student's Book 1 on the board and the letter i.
2 Use calling sticks to choose a student. Ask the student to come to the board and circle the letter sound /I/.
3 Write some new letters and the letter *u*, and use calling stick to choose another student to circle the letter sound /Λ/.
4 Repeat with more letters and sounds as revision. Choose a new student each time.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can say /I/ and /Λ/.*
  We can recognize and write the letters i, u, I *and* U.
  We can find words with the /I/ and /Λ/ sounds.
  Next we will learn about homes in Egypt.



LESSON 6 page 56

Objectives: To recognize different homes in Egypt
To practice tracing over lines in different patterns
To engage in activities that help students appreciate and respect diversity
To assess your own learning

Issues: Loyalty and belonging

Life skills: *Respect for diversity*

Vocabulary: *Nubia, Cairo, Alexandria*

Language: *I live in (Nubia).*

CLIL: Social Studies: Homes in Egypt

Materials: Student's Book, pages 56 and 57
Coloring pencils or crayons for each child
Optional: a map of Egypt
Paper for the *Practice game*





Opener

- Wave and say *Hello* to the class.
- Revise the /I/ and /Λ/ sounds with the class using the song from Lesson 5, page 54. Help the students to find the letters *i* and *u* and the pictures for *in* and *umbrella* on Student's Book, page 54.
- In pairs, students play a version of *Pass the letter* (Games Bank, page 85). One student draws a letter (*k*, *a*, *p*, *g*, *i* or *u*) on their partner's back. The student guesses the letter. Students take turns.

Presentation

1 If you have a map of Egypt, show this to the class. If you do not have a map, draw a rough one on the board.
2 Point to your city or region on the map and say *I live in (Giza). I love (Giza).*
3 Ask the children to point to the Nile River. Note that it might be difficult for the students to recognize that the river is a line on the map. Help the children to point to where they live in Egypt.

1 [CD 1.30] Look, listen, and repeat

1 Help students to find page 56.
2 Look at the pictures together with the class. Say *Look! The children live in Egypt.*
3 Ask the class to look at the first picture. Discuss where the children think this is. Tell them that it is Nubia. Say *Nubia* and ask the students to repeat.
4 Point to the map. Ask *Where is Nubia?* Help the students to find it on the map.
5 Repeat steps 3-4 for the other photos (Cairo and Alexandria).
6 Say *Listen and point.*
7 Play the first part of the CD. Check that the students point to the correct picture. Then play the second and third part. Go around the class, checking the students' work and helping as necessary.

Audioscript

Narrator: *1*
Boy 1: *I'm Mazen. I live in Nubia.*
Narrator: *2*
Boy 2: *Hello. I'm Zein. I live in Cario.*
Narrator: *3*
Girl 1: *Hello. I'm Injy. I live in Alexandria.*



Digital link: A video with more information about Cairo, Nubia and Alexandria can be accessed by scanning this QR code.

LESSON 6 page 57

1 [CD 1.31] Look, listen, and follow

1 Say *Now listen and follow.* Play the CD.
2 Students use their fingers to trace the colored lines from each child as they hear it mentioned, to the correct part of Egypt.
3 Revise where each of these places are on the map of Egypt.

Audioscript

Narrator: *1*
Girl 1: *I live in Alexandria.*
Narrator: *2*
Boy 1: *I live in Nubia.*
Narrator: *3*
Boy 2: *I live in Cairo.*

Unit 3

4 Play the CD again. Stop after each part and ask the students to repeat.

2 Now say

1 Ask the students *Where do you live?* Elicit the answer *I live in (village or city name).*

Extra practice

❑ Ask the students to work in pairs and to tell their partner where they live.

3 Look and color

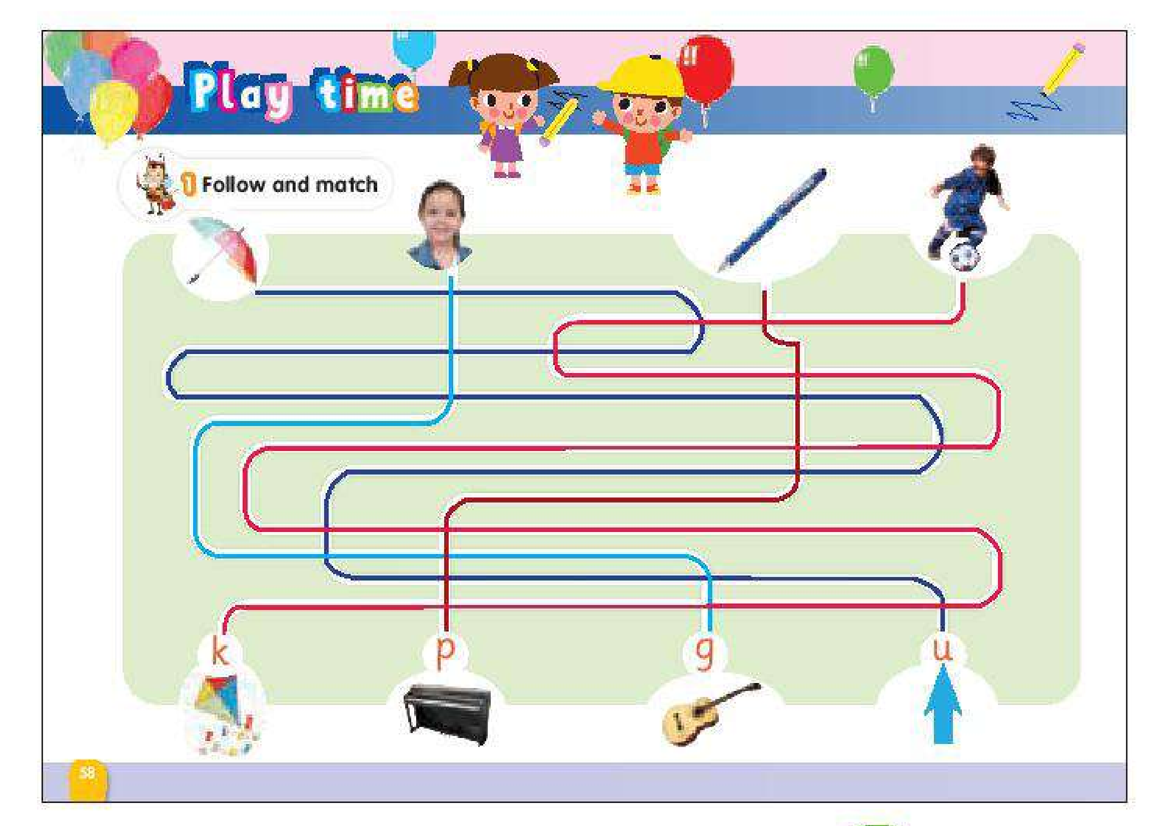
1 Hold up your book. Point to the vocabulary words. Ask *What are they?* to elicit the words. Ask the students if they know these words. If they are happy that they know the words, they should color the smiley face next to the words.
2 Point to the *Life skills* photos. Ask *What are they doing?* Discuss why doing things independently is important. Ask the students to color the smiley face next to the photo if they understand why doing things independently is important.
3 Draw the letters *i* and *u* on the board. Point to the ink in the book. Ask *What is it?* to elicit *ink*. Ask the students to point to *i* or *u* on the board. Which is the correct letter for this word?
4 Point to the umbrella. Ask *What is it?* to elicit *umbrella*. Ask the students to point to the correct letter on the board.
5 With your back to the class, write a large letter *i* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for *u*.
6 Ask your students to color the smiley face next to the phonics words if they know the letters and sounds.

Practice game

Play *Copy it* (Games Bank, page 84).
1 Students work in pairs.
2 Give one student from each pair a picture of a simple line or shape. The student uses a finger to draw the line or shape on the other student's back.
3 The second student then draws the line or shape on paper and they see if it matches the first line or shape that was drawn.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We learned about houses in different parts of Egypt.*
  We talked about our differences.
  Next we will learn about what we do every day.
- Say *Thank you!* to the class. Ask students to say *Thank you!* to their shoulder partners and to the teacher.





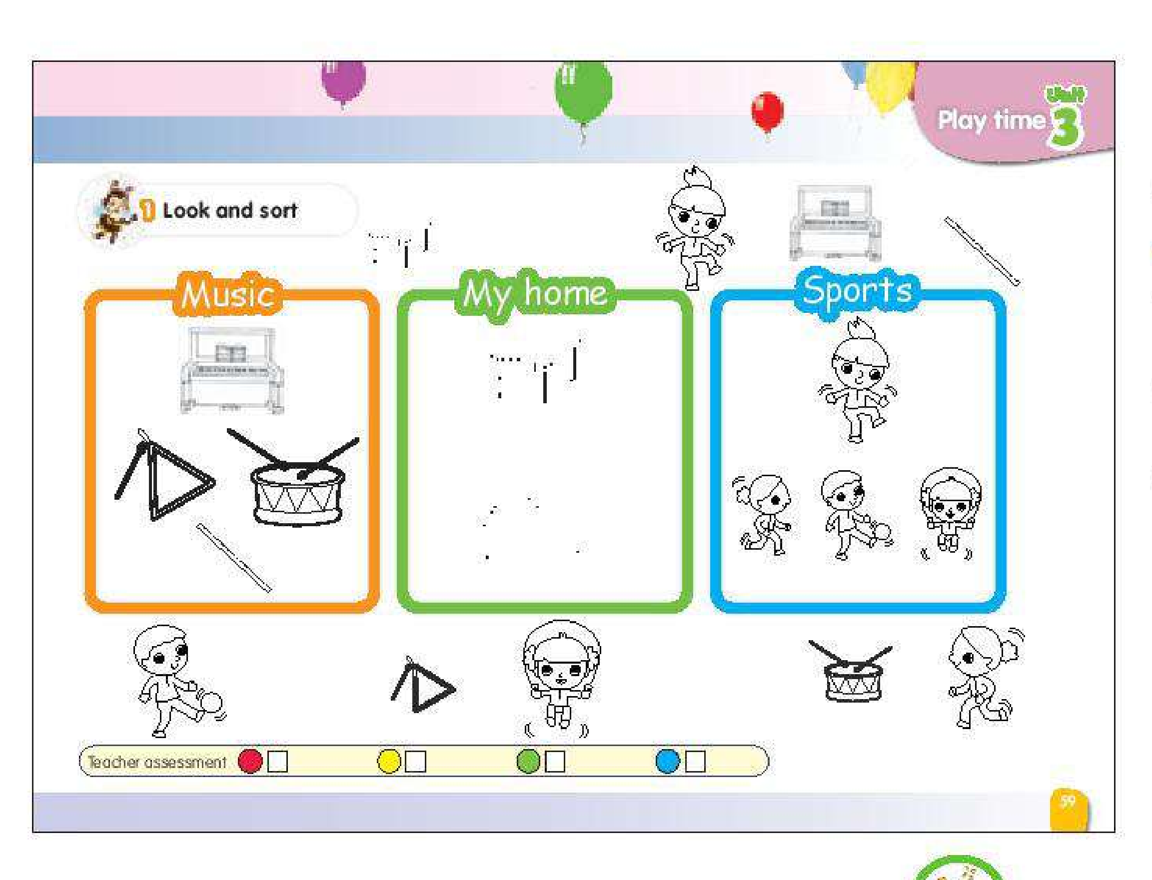
PLAY TIME page 58

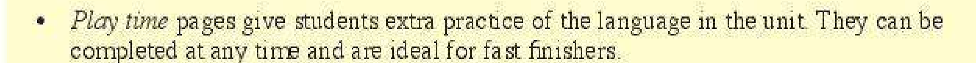
- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Follow and match

1 Remind students of the letters *g*, *p*, *u* and *k*. You can ask them to look at pages 18, 19, 36 and 37 for help if they cannot remember.
2 Tell students to look carefully at the pictures and the letters. They need to match the sound at the start of each word to the letter.
3 Ask them to trace the path carefully with their finger first, and then to draw the path with their pencil.







PLAY TIME page 59

- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and sort

1. Draw three tables on the board and label them 1, 2 and 3. Write *Music* on the first table, *My home* on the second one, and *Sports* on the third one.
2. Use flash cards or pictures from magazines to show the pictures scattered on page 59 of the Student's Book. Scatter them across the board, using tape or any other sticky material.
3. Point to the first table and say: *Music*. Ask a volunteer to come to the front and choose a picture that is a musical instrument. If he or she chooses correctly, the class claps and he or she sticks it on the first table. Repeat the process for tables 2 and 3 until all pictures have been stuck in their proper places.
4. Remove pictures from the board and ask the students to look at page 59 and to now sort the pictures themselves by drawing them in their correct places.
5. Go around monitoring their work. Praise all good effort.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.
- Remember that your assessment is based on the students' performance throughout the unit. To make your assessment an easy process, list the unit learning objectives and tick the color code that represents students' performance.

Unit 4

LESSON 1 page 60

Objectives: To identify vocabulary for daily activities in a picture
To listen to and sing along with a song
To use key vocabulary to express activities in daily life
To identify the sequence of events

Vocabulary: *get up, go to bed, go to school, have breakfast, have dinner, have lunch, play with my friends*

Language: *I (have breakfast).*

Materials: Student's Book, pages 60 and 61
Class CD
Online song video
Pictures of daily activities: get up, go to bed, go to school, have breakfast, have dinner, have lunch, play with my friends
Coloring pencils or crayons
Paper for the *Fast finishers* activity

Opener

- Welcome the children with a smile and say *Hello!* Encourage the children to say *Hello!* back to you.
- Play *Guess the picture* (Games Bank, page 84) to review the rooms of the house.

Presentation

1 Introduce the topic by saying *I get up early, I wash my face*, etc, using suitable gestures. Then ask the students *What about you?* Accept all answers.
2 Present and practice the new routines vocabulary: *get up, have breakfast, go to school, have lunch, play with my friends, have dinner, go to bed.*
3 Point to the get up picture and say *get up*. Say *Point and say*. Students repeat several times as a class and in groups. Then use calling sticks to select individual students to repeat as they point to the picture.
4 Repeat the procedure for *have breakfast, go to school, have lunch, play with my friends, have dinner* and *go to bed.*
5 Point to each item in turn and students say the words. Vary the order you point to the items.
6 Ask individual students to come to the front of the class. Point to a picture on the board, say *(Mona), what's this?* Help the student to say the action.

1 [CD 1.32] Look, listen, and point

1 Help the students to find page 60. Ask the students *Who can you see in the picture?* (Mommy, Adam, Dina, Laila and Youssef). Explain that the pictures are of Adam and Dina's daily routine.



2 Point to each picture in turn, starting from the left and name the action. Ask students if they do all these actions themselves. Discuss who helps them in their family, for example, who makes breakfast and who wakes them up.
3 Point to the *get up* picture and ask *What is this?* Say *I get up* and students repeat *I get up*. Repeat for the other pictures. Say *Listen and point*. Play the CD. After each word, pause the CD and ask the students to show you the correct action in the picture.
4 Students can scan the QR code on their Student's Book and listen to the audio on the Egyptian knowledge Bank.

Audioscript

get up	*have breakfast*	*go to school*	*have lunch*
play with friends	*have dinner*	*go to bed*	

2 [CD 1.33 and 1.34] Sing

1 Say one of the actions (*go to bed*) and mime it. Encourage the students to repeat the word and mime too. Repeat with the other actions.
2 Say *Listen and point*. Play the song. For each verse, students point to the correct action in the picture. Ask students to hold up their books and show you which action they are pointing to.





Audioscript

Every day, I get up.
Good morning!
I have breakfast.
Then I go to school.
Every day, I have lunch.
Then I play with my friends.
Every day, I have dinner.
And then I go to bed.
Good night!

3 Play the song again. Encourage students to sing along with the song as much as they can.
4 Play the song again. Encourage students to do the actions when they hear them.
5 When students are able, play the version of the song without words. Students sing as much as they can.

Digital link: A video of this song with animation and a karaoke version can both be accessed by scanning these QR codes.

LESSON 1 page 61

1 [CD 1.35] Look, listen, and point

1 Help students to find page 61.
2 Use the pictures to elicit the actions. Ask *What's this?* (*get up, have breakfast, go to school, have lunch, play with my friends, have dinner, go to bed*).
3 Say *Listen and point*. Play the first sentence on the CD. Students listen and point to the picture of *get up*. Ask students to hold their books up to show you that they are pointing to the right picture. You could ask them to do the action too.
4 Repeat the procedure for the other daily routines pictures and the rest of the recording.

Audioscript

Narrator: *1*
Boy: *I get up.*
Narrator: *2*
Boy: *I have breakfast.*
Narrator: *3*
Boy: *I go to school.*
Narrator: *4*
Boy: *I have lunch.*
Narrator: *5*
Boy: *I play with my friends.*
Narrator: *6*
Boy: *I have dinner.*
Narrator: *7*
Boy: *I go to bed.*

2 Choose, act, and say

1 Mime one of the routines for students to guess what it is.
2 Encourage a student who guessed correctly to mime the next routine for the rest of the class to guess.
3 Tell students they are going to do the same activity in pairs.
4 Say *Choose, act and say*. In pairs, one student acts out a daily routine for their partner to say. This activity can also be done in small groups.

Extra practice

❑ Ask one or two confident pairs or groups to act out their daily routines for the class.



Unit 4



Fast finishers

- Students draw and color a picture of their favorite part of the daily routines. You can add these to a class display or book for students to practice vocabulary with.

Practice game

Play *Guess the picture* (Games Bank, page 84) with the pictures of the daily routine activities.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can talk about what we do every day.*
  We sang a song.
  Next we will read a story about Busy Bee's day.

LESSON 2 page 62

Objectives: To identify vocabulary for daily activities in a picture story
To listen to and follow a picture story
To predict what happens next in a story
To determine similarities and differences between Busy Bee's day and your own
To practice polite greetings
To sequence events correctly

Life skills: Communication – *Look and learn*
Problem solving (identifying a problem and suggesting solutions)

Vocabulary: *get up, go to bed, go to school, have breakfast, have dinner, have lunch, play with friends, queen*

Language: *I (get up). I (have breakfast).*

Materials: Student's Book, pages 62 - 67
Class CD
Online story animation
Pictures of daily activities: get up, go to bed, go to school, have breakfast, have dinner, have lunch, play with my friends
Scissors and glue



Opener

- Revise the daily activities with the class using the pictures. If possible, use the pictures made by the fast finishers in the previous lesson.
- Tell a story about an imaginary character (Mai for example) who gets up, has breakfast, etc. Accompany the story with any pictures which you draw on the board, and have the students comment simply.

1 [CD 1.36] Listen, read, and point

1 Help students to find page 62. Look at the story frames with the class. Explain to students that this is a day in the life of Busy Bee. It's her daily routine.
2 Ask them who they can see in the pictures. Point to a character and ask *Who is this? (Dina, Adam, Laila, Youssef, Mommy, Busy Bee).*
3 Point to frame 1 and ask *What is it? (get up, have breakfast).* Say *Listen and point.* Play part 1 of the CD. Encourage students to point to frame 1 and repeat *get up and have breakfast.*



Audioscript

Narrator:	*1*
Busy Bee:	*Good morning! Every day, I get up… and I have breakfast.*



LESSON 2 page 63

4 Play part 2 of the CD. Encourage the students to point to frame 2 and repeat *go to school.*
5 Continue in the same way for frame 3.

Audioscript

Narrator:	*2*
Busy Bee:	*I go to school with Adam and Dina.*
Mommy:	*Goodbye, Adam, Goodbye, Dina! Goodbye, Busy Bee!*
Narrator:	*3*
Busy Bee:	*I have lunch with Adam and Dina at home.*



LESSON 2 page 64

6 Continue in the same way for frame 4.

Audioscript

Narrator:	*4*
Busy Bee:	*Then I play with Adam and Dina.*
Adam:	*Let's play!*
Dina:	*I'm the queen!*

7 After the end of frame 4, stop the CD. Look at the picture of Laila looking through the dressing up clothes. Ask the students to think about what will happen next: *What is Laila doing? What will happen?* What do students think? Point to Busy Bee. Ask *Is Busy Bee happy? Does she want to play too? What's the problem?* Point to the *Think!* box. Accept all reasonable answers and elicit that Busy Bee wants to play, but cannot find clothes. Ask *What can the children do?*







LESSON 2 page 65

8 Continue playing the story. Were students correct? (Laila found a dressing-up crown for Busy Bee to wear, so that she could join in with the children, as the queen bee).
9 Point to Busy Bee wearing the crown in frame 5. Say *Queen*. Students repeat the word.

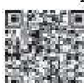


Audioscript

Narrator:	*5*
Busy Bee:	*I'm Busy Bee, the queen bee!*
Dina:	*Yes, Busy Bee! You are the queen bee!*
Narrator:	*6*
Mommy:	*It's bedtime!*
Busy Bee:	*Then, I go to bed.*
	What a fun day! Good night!

10 Play the story again. Students listen, point to each frame and join in with any words that they can.

11 You could also play the CD and pause before each daily activity, asking the class to complete the sentences.



Digital link: An animated version of this story can be accessed by scanning this QR code.

Smile and say *Hello!*

1 Look at the photograph with the class. Ask *What can you see?* (The girl is waving goodbye.)
2 Ask *Is she happy?* Ask students if they smile and wave goodbye to their family in the morning. Discuss why it is important to smile and say *hello* and *goodbye* to people.
3 Point to the sentence *Smile and say Hello!* Ask students to point to the sentence and repeat it to their shoulder partners.



LESSON 2 page 66

1 [CD 1.37] Listen, cut, and stick

1. Help the students to find the Unit 4 cut-outs at the back of their books page 91. Encourage them to point to each activity and say what it is. Ask students to cut out each activity with their scissors.
2. Ask students to put the activities in a good order for one day. Ask *What do you do first?* Elicit *get up* and tell students to put that on the left of their desk.
3. Ask *What's next?* Elicit *have breakfast* (although accept other answers if students can give you a reason for their choice). Tell students to put that next to the first activity.
4. Tell students to continue in the same way. Go around the class to help, ask questions and monitor. Say *Listen and choose*. Play the CD. Students listen and point to the correct activity on the pieces of paper which they have cut out. Help students to find page 51. Explain that you are going to listen to the CD again and put the activities on the page in the correct order. Play the CD again. Ask students to put the activities in the correct order. Play the CD once more for the students to check their answers.
5. Hand out glue to each group. Ask students to stick the activities into their books.

Audioscript

Narrator:	*1*
Busy Bee:	*Good morning! Every day, I get up… and I have breakfast.*
Narrator:	*2*
Busy Bee:	*I go to school with Adam and Dina.*
Mommy:	*Goodbye, Adam, goodbye, Dina! Goodbye, Busy Bee!*
Narrator:	*3*
Busy Bee:	*I have lunch with Adam and Dina at home.*
Narrator:	*4*
Busy Bee:	*Then I play with Adam and Dina.*
Adam:	*Let's play!*
Dina:	*I'm the queen!*
Narrator:	*5*
Busy Bee:	*I'm Busy Bee, the queen bee!*
Dina:	*Yes, Busy Bee! You are the queen bee!*
Narrator:	*6*
Mommy:	*It's bedtime!*
Busy Bee:	*Then, I go to bed. What a fun day! Good night!*

2 Now say

1. Encourage confident students to speak about the frames using as much English as they can. Don't correct any mistakes and encourage a safe environment for speaking.
2. Encourage all their efforts.



Extra practice

- ❑ Play the story again, encouraging students to follow the pictures in their Student's Books.



1 Look and say

1 Help students find page 67 in their books. Point to the first in number 1 and ask, *What can Adam do?* Elicit *climb*.
2 Do the same for number 2. Ask *What is it?* Elicit *piano*. Encourage all students to volunteer an answer.
3 Repeat the process for the remaining pictures. Praise all correct answers.

2 Circle the odd one out

1 Ask students to look at the pictures in group 1. Say *What is it?* And prompt the answer for each one (climb, piano, hop, Jump).
2 Say *Which is the odd one?*
3 Praise any students who correctly identify piano as the odd one out.
4 Ask students to draw a circle around the piano.
5 Ask students to work in pairs to find the odd one out in each of the other groups.





Fast finishers

- In pairs, students can point at the pictures and say the daily activities: *I (get up)*.
- Create a checklist on the board of daily routines (use the pictures of daily activities) and add two columns: one for me (the student) and the other for Busy Bee. Point to the first activity (get up) and say *Get up*. *Busy Bee*. Yes or no? Elicit *yes* and tick in the Busy Bee column. Continue for the rest of the activities. Ask students to copy and complete the checklist of their own day and work in pairs to compare.

Practice game

Play *Mime it* (Games Bank, page 85) with either the whole class or in smaller groups.
1 Mime a daily activity for the class to guess, e.g. *play with friends*. Encourage students to put their hands up if they want to answer.
2 Choose a student to say the answer for your mime. Confirm they are correct and say *I (play with my friends). Well done!* Then you could encourage that student to do a mime by whispering another activity to them.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We read a story about Busy Bee's day.*
  We talked about saying hello and goodbye to people.
  Next we will learn about getting ready.



LESSON 3 page 68

Objectives: To talk about daily activities
To reinforce the importance of getting ready independently
To sing a song about getting ready independently

Life skills: Self-management

Vocabulary: *get up*, *have breakfast*, *go to school*

Language: *We get ready!*

Materials: Student's Book, pages 68 and 69
Class CD
Online song video
Pictures of daily activities: get up, go to bed, go to school, have breakfast, have dinner, have lunch, play with my friends

Opener

- Play *What's missing* (Games Bank, page 86) with the pictures of daily activities. Revise all the words as you put the pictures on the board. Ask students to close their eyes and remove one picture. Tell students to open their eyes and say which picture is missing. Repeat, removing different pictures.
- Play the story from Lesson 2 again. Encourage students to join in as much as they can.
- For further practice, students could also act out the story in small groups and perform it in front of the class.

1 Look and say

1 Help students to find page 68. Discuss getting ready independently with the class. Do students get ready independently at home? What do they do to get ready? Do they get up on their own? Do they help to make breakfast or to tidy up after breakfast? Accept all answers and praise independent behavior.
2 Point to the photos at the top of the page (get up, have breakfast and go to school).
3 Point to the photo for get up and say *I get up*. Students repeat after you. Repeat for *I have breakfast and I go to school.*
4 Say *Now find.* Ask students to look and find the routines in the photos below. They can point and say the words together. Say the sentence at the bottom of the page *We get ready!* Ask students to repeat the sentence after you.

2 [CD 1.38] Sing and do

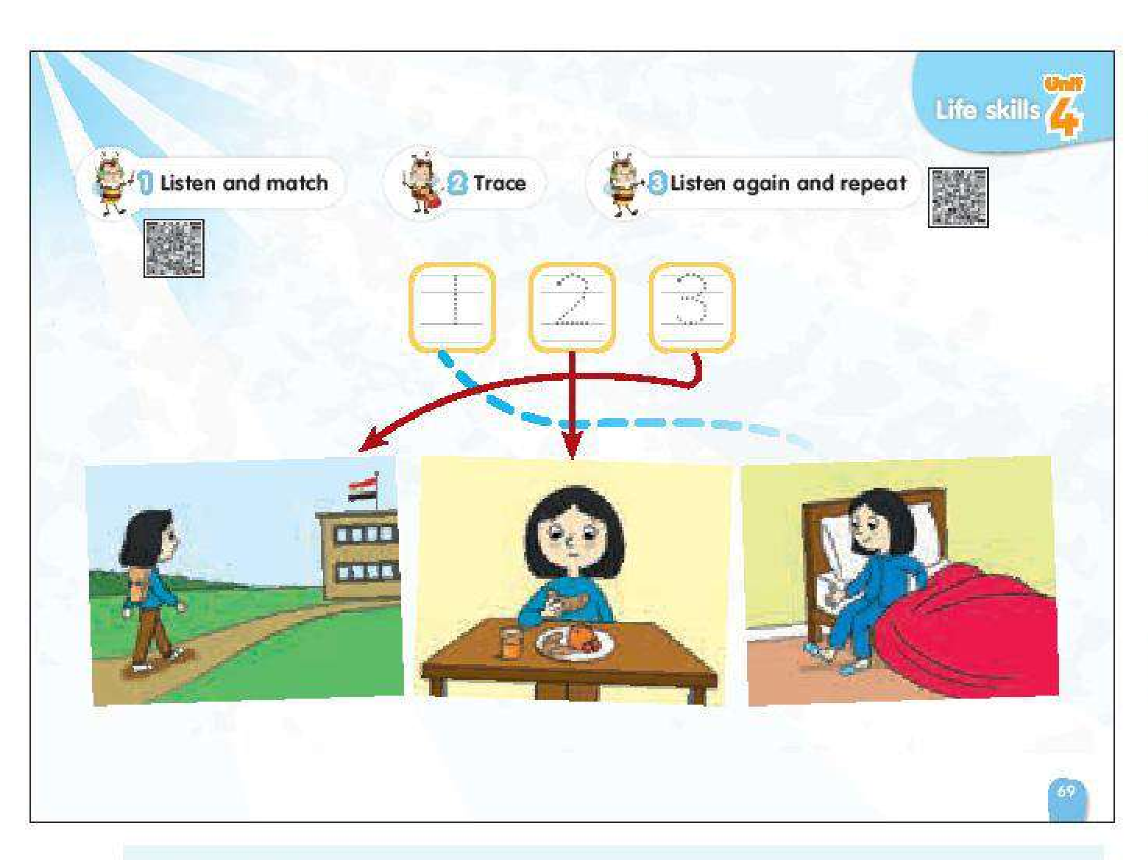
1 Say *Listen and point.* Play the song on the CD. Students listen and point to each picture as the word is mentioned.



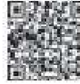
2 Say *Listen and do.* Students listen to the song again and do a mime for each verse. They mime stretching for *I get up*, eating for *I have breakfast* and walking for *I go to school.*
3 Say *Listen, sing and do.* Play the song again. Gradually, students then sing along with the song. They do the actions as they sing. When students are able, play the version of the song without words. Students sing as much as they can and do any corresponding actions.

Audioscript

Let's get ready!
Let's start the day!
I get up.
Then, I have breakfast.
And then I go to school.
Hooray!



Let's get ready!
Let's start the day!
I get up.
Then, I have breakfast.
And then I go to school.
Hooray!



Digital link: A video of the song can be accessed by scanning this QR code.

LESSON 3 page 69

1 [CD 1.39] Listen and match

1 Help students to find page 69. Look at the first picture on the page and elicit the phrase *I go to school*. Students point to the picture and say *I go to school*. Repeat the procedure for the other pictures (*I have breakfast and I get up*).
2 Remind students of the importance of getting ready as independently as they can.
3 Point to the numbers and elicit the words *What number is this?* Tell students they are going to listen to the CD and decide which picture is first. Say *Listen and match*. Play the first sentence on the CD. Ask *What did you hear? (I get up.)*
4 Demonstrate how to follow and continue the line from the number 1 to the picture of the girl getting up. Students follow and continue the line first with a finger, and then with a pencil. Repeat the procedure for the other two sections of the CD and the pictures of *I have breakfast* (number 2) and *I go to school* (number 3).

Audioscript

Narrator:	*1*
Girl:	*I get up.*
Narrator:	*2*
Girl:	*I have breakfast.*
Narrator:	*3*
Girl:	*I go to school.*

2 Trace

1 Ask students to trace over the numbers *1*, *2* and *3*. Check that they start each number from the correct point.

3 [CD 1.40] Listen again and repeat

1 Play the CD one more time.
2 Students listen, point to the pictures and repeat the sentences as they hear them on the CD.

Fast finishers



- In pairs or small groups, students play *Mime it* (Games Bank, page 85) to revise daily activities.



Practice game

Play *Point to the picture* (Games Bank, page 85) with the pictures of daily activities.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We talked about getting ready.*
  We sang a song.
  Next we will talk about what we do every day.

LESSON 4 page 70

Objectives: To practice talking about daily activities
To listen to and practice a dialog in pairs
To practice sequencing events

Vocabulary: *get up, go to bed, go to school, have breakfast, have dinner, have lunch, play with my friends*

Language: *I get up, I have breakfast.*

Materials: Student's Book, pages 70 and 71
Class CD
Pictures of daily activities: get up, go to bed, go to school, have breakfast, have dinner, have lunch, play with my friends
Scissors
Coloring pencils or crayons
Paper for the *Fast finishers* activity

Opener

- Play *What's this?* (Games Bank, page 86) with the pictures of daily activities.
- Play the *Let's get ready!* song from Lesson 3. Students sing along and mime any actions they can.

1 [CD 1.41] Look, listen, and point

1 Help students to find page 70.
2 Look at the picture with the class. Ask *What can you see?* Two girls are playing a game with daily routine dominoes (Unit 4 cut-outs).
3 Look at the first picture on the domino on the left with the class. Ask *What is this? (get up.)*
4 Say *Listen and point*. Play the first part of the CD to the class. Students listen and point to the *get up* domino.



5 Play the rest of the CD, pausing after each line for students to find and point to the daily routine dominoes.

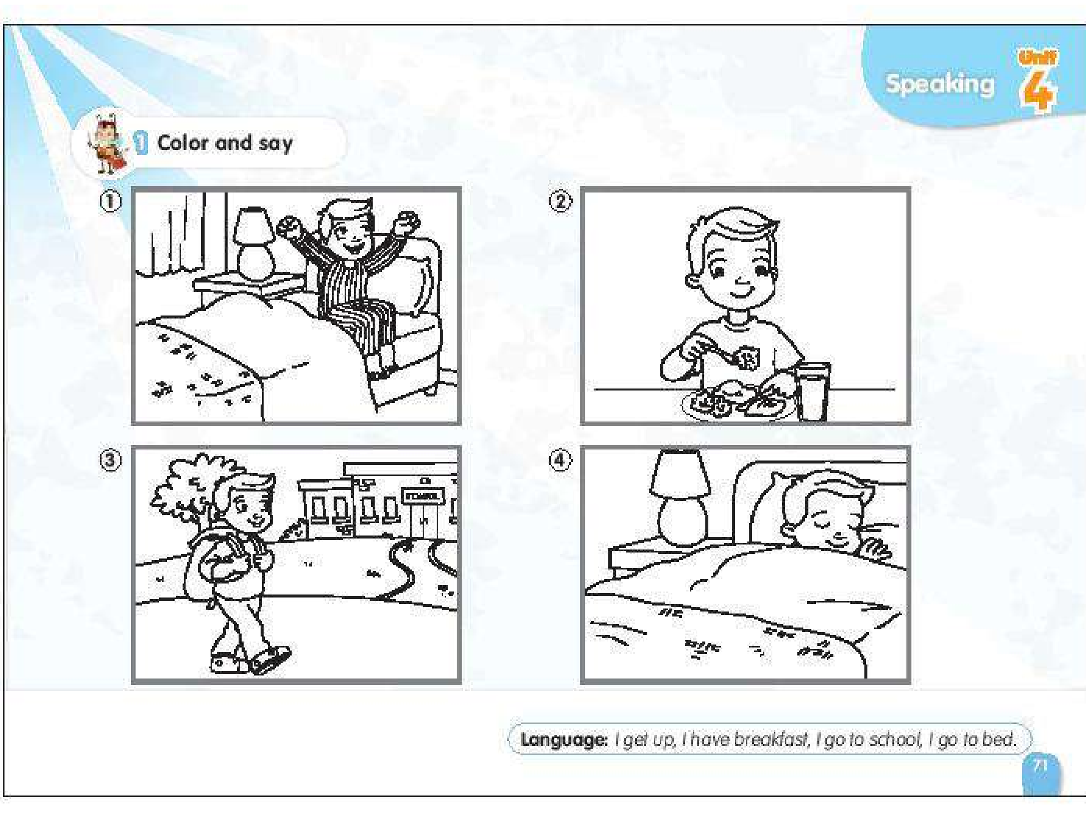
Audioscript

Girl 1:	*I get up.*
Girl 2:	*I have breakfast.*
Girl 1:	*I go to school.*
Girl 2:	*I have lunch.*
Girl 1:	*I play with my friends.*
Girl 2:	*I have dinner.*
Girl 1:	*I go to bed.*

2 Cut and make

1 Put students into pairs. Say *Let's look and say!*
2 Help students to find the Unit 4 cut-outs at the back of their book page. Ask them to cut out the pieces along the dotted lines. Ask them to be careful that they only cut the dotted lines.
3 When they have cut out all the pieces, ask them to count the cards. Count as a class: *1, 2, 3, 4, 5, 6, 7, 8.*





4 Put the pictures of daily activities on the board. Say *I (get up)*. Ask the students to point to the correct picture. Ask the students to repeat the phrase *I (get up)*.
5 Tell the students they are going to play a game of dominoes in pairs, like the girls on the page.
6 Demonstrate how students should play, using volunteers.
7 Show them how to mix the dominoes up and place them face up on the table in front of them.

3 Look and say

1 Encourage students to think about what they do first in a day. Say *That's right, I get up! Find 'get up'*. The first student chooses the domino card with only the picture of get up on it and places it down as the beginning of the game. He or she says *I get up*. (This activity encourages an important thought process, sequencing.)
2 The second student then finds the second domino that has the picture of *get up* on it and places it next to the first domino. He or she repeats the first routine: *get up* and then says the next routine they can see on that domino: *have breakfast*. They continue taking turns until they have completed the game.
3 The aim is to sequence the cards correctly according to the sequence in their Student's Books. Students should have their books open as a visual reference. Ask students to work in groups to play this game.
4 Monitor carefully, helping children to pronounce the words and to take turns correctly.
5 Confident students can demonstrate their dominoes game in front of the class.

LESSON 4 page 71

1 Color and say

1 Help students to find page 71.
2 Use the pictures to elicit the words *get up*, *eat lunch*, *go to school* and *go to bed*.
3 Ask students to color the pictures carefully.
4 When students have finished coloring, put them into pairs. Ask them to show their pictures to their partner and say what each one shows. For example, *I get up*.
5 Encourage them to say as much as they can.

Extra practice

❑ Confident students could talk about their pictures to the class.

Practice game

Play *Guess the picture* (Games Bank, page 84) with *get up*, *go to bed*, *go to school*, *have breakfast*, *have dinner*, *have lunch* and *play with my friends*.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We talked about what we do every day.*
  We played a game.
  Next we will learn about the sounds /l/ and /kw/.



LESSON 5 page 72

Objectives: To recognize the letter sound /l/ and /kw/
To find words with the /l/ and /kw/ sounds
To trace and copy the letter *l*, *q*, *L* and *Q*

Vocabulary: *leg*, *lion*, *lemon*, *Lamya*, *Queen Elizabeth*, *quiet*

Materials: Student's Book, pages 72 and 73
Class CD
A picture of a queen
A tray of sand
Paper for the *Fast finishers* activity

Opener

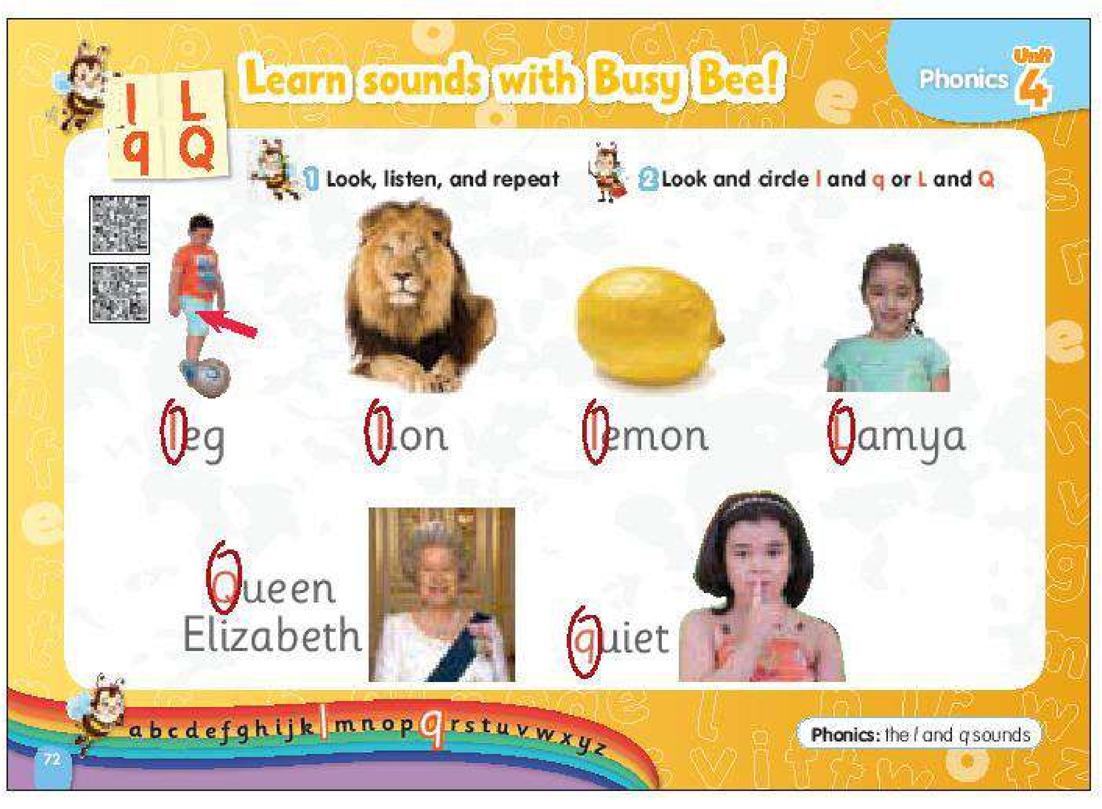
- Play *Mime it* (Games Bank, page 85) to revise the daily routines.
- Ask students to demonstrate their dominoes games from Student's Book, Lesson 4 again. If helpful, play a sentence from the recording from Student's Book, page 70 again first.

Presentation

1 Point to your leg and ask *What's this?* Elicit *leg*.
2 Write the letter *l* on the board.
3 Point at the letter and say /l/. Students repeat the sound /l/ with you.
4 Point at your leg again and elicit *leg*.
5 Write *leg* on the board. Circle the letter *l*.
6 Point to the letter and then your leg quickly, saying /l/ *leg*. Ask the students to repeat.
7 Write the letter *L* on the board. Point to it and say /l/. Point to the l and say /l/.
8 Explain to students that there are two ways to write this sound. We use *l* most of the time, but use *L* at the beginning of names and sentences.
9 Point to l and L again and elicit /l/.
10 Put the picture of the queen on the board and ask *What's this?* Elicit *Queen*.
11 Write the letter *q and Q* on the board.
12 Point at the letter and say /kw/. Students repeat the sound /kw/ with you.
13 Point at the queen again and elicit *Queen*.
14 Point to the letter and queen, saying /kw/ *Queen*. Ask the students to repeat.

1 [CD 1.42] Look, listen, and repeat

1 Help students to find page 72.
2 Point to the picture of the leg and ask *What's this?* Students say the word *leg*.
3 Then point to the letter l on the page and say the sound /l/. Students repeat after you. Practice this several times.

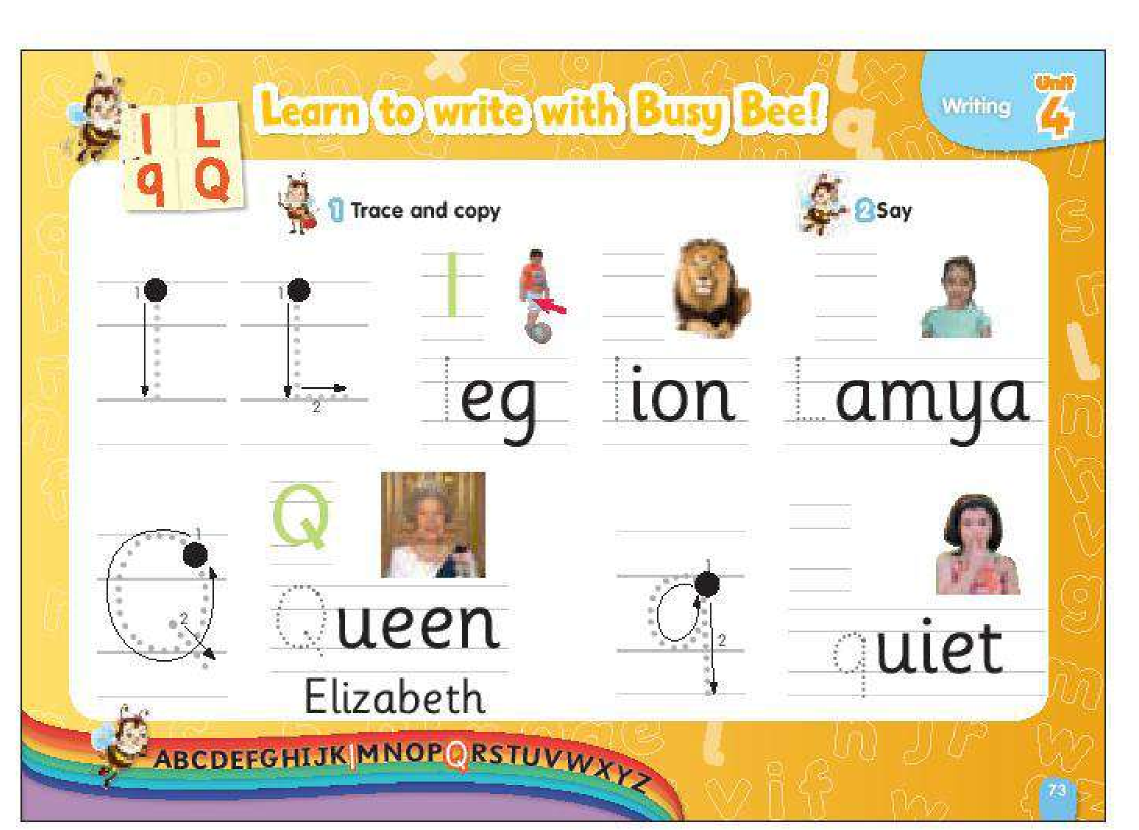


4 Play the CD. Sing the first part of the first verse of the song to the class. Then play the second part of the first verse, encouraging students to listen and repeat the /l/ sound.
5 Repeat with the second verse for the /kw/ sound and *Queen*.

Audioscript

Everyone listen
Listen to me
Listen and repeat
Repeat with me
l
l, l
l, l, l!
l leg
Leg!





Everyone listen
Listen to me
Listen and repeat
Repeat with me
q
q, q
q, q, q!
q queen
Queen!

2 Look and circle l and q or L and Q

1 Look at the pictures with the class and identify the items in the pictures *What's this? (leg, lion, lemon, Lamya, Queen, quiet)*. Say the words together with the class.
2 Point to the leg. Say the word *leg*. Say */l/ leg*. Point to the *l* and show students how to draw a circle around it.
3 Point to the queen. Say the word *Queen*. Say */kw/ Queen*. Ask students to draw a circle around *Q*.
4 Point to the lion. Say the word *lion*. Say */l/ lion*. Point to the *l* and show the students how to draw a circle around it.
5 Repeat for the other words on the page.

Extra practice

❑ Put the class in groups of four or five. Ask each group to decorate the letter sounds *k* and *q* on paper or poster paper. They can cut out pictures of objects starting with these sounds and stick them around their poster or flyer. Hang up their products on the wall to enhance their sense of pride in what they make.

LESSON 5 page 73

1 Trace and copy

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
2 Model the letter formation for the letter l. Say the sound */l/*. With your back to the class, write a large letter *l* in the air with a finger. Make the starting point and direction of writing clear.
3 Students copy the letter in the air several times, saying the letter sound as they do so.
4 Model the correct way to write the letter on the board.
5 Help students to find page 73.
6 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
7 Ask students to trace over the dotted letter l in their book with a finger first.
8 Check that the students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
9 Ask them to trace the large letter with a pencil, making sure that they follow the direction of the arrows.
10 Repeat the same procedure for L.
11 Read the three words at the top of the page to the students. Ask them to trace the letters *l* and *L* for each word.
12 Repeat steps 2-11 for the letters *q and Q*.

2 Say

1 Help students find page 73.
2 Focus students' attention to Exercise 2.
3 Read the words leg, lion, Lamya, Queen Elizabeth, and quiet pausing after each word.
4 Point to each word and ask students to say the words.
5 Drill chorally, then individually, making sure students pronounce the words correctly.



Fast finishers



- Students can make an *l*, *q*, *L* or *Q* poster to be displayed on the wall. They write and decorate a large *l*, *q*, *L* or *Q* on the page and draw a picture to match the initial letter sound (*leg*, *lion*, *lemon*, *Lamya*, *Queen*, *quiet*). If they know any other simple words that start with l or q, they can draw these. Other students can perform this activity at home and bring it the next lesson.
- If you have a display board for phonics posters, add the students' poster to it.

Practice game

Play *Missing sound* (Games Bank, page 85).

1 Draw some letters students know on the board, e.g. *a*, *k*, *i*, *u*, *p*, *g*, *l*, *q*.
2 Point to each letter and ask students to say the sound.
3 Ask students to close their eyes.
4 Remove one letter.
5 Ask students to open their eyes and tell you the missing sound.
6 Repeat with the other letters.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can say /l/ and /kw/.*
  We can recognize and write the letters l, k, L *and* K.
  We can find words with the /l/ and /kw/ sounds.
  Next we will learn about day and night.

LESSON 6 page 74

Objectives: To recognize different times of day
To observe scientific phenomena
To use the words *day* and *night* to describe their daily activities

Values: Appreciation of science and scientists

Language: *I get up, I go to bed, I have lunch.*

Vocabulary *day, night*

CLIL: Science: Day and night

Materials: Student's Book, pages 74 and 75
Pictures of daily activities: get up, go to bed, go to school, have breakfast, have dinner, have lunch, play with my friends
Big pictures of the sun and the moon



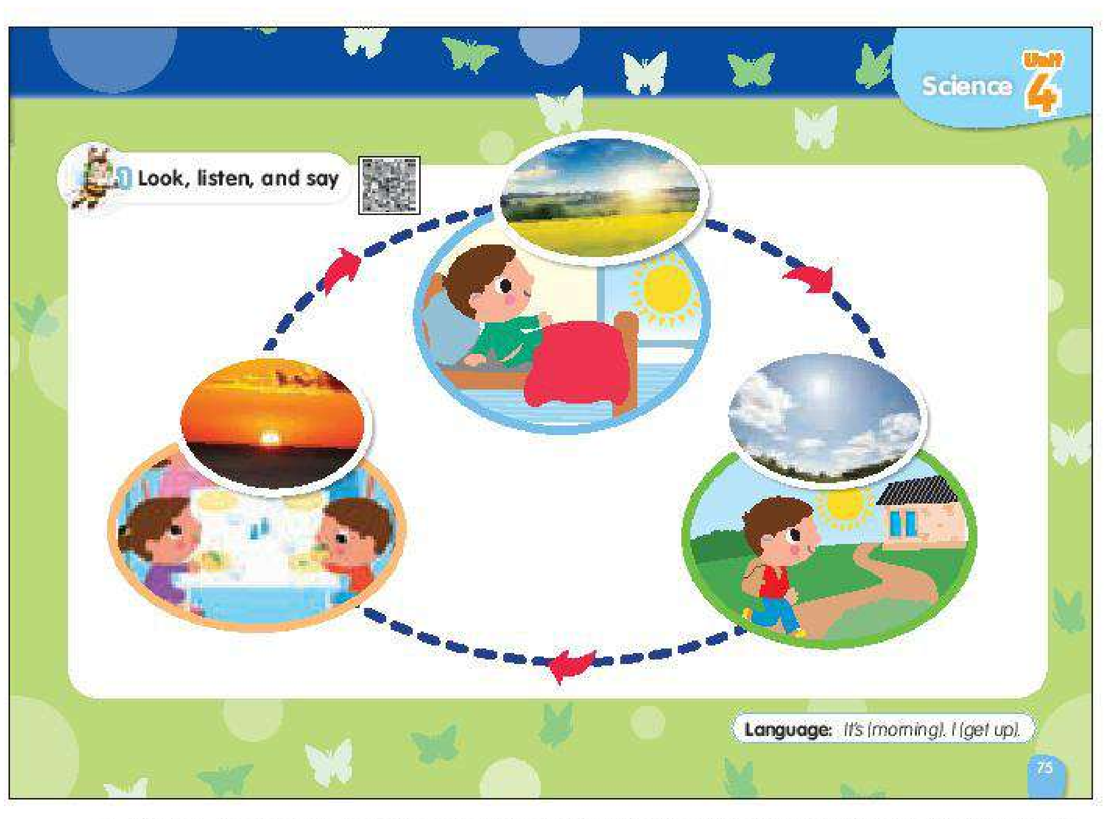
Opener

- Revise the /l/ and /kw/ sounds with the class using the song from lesson 5, page 72, and the pictures drawn for the *Fast finishers* activity in the previous lesson. Help students to find the letters *l* and *q* and the pictures for *leg* and *queen* on Student's Book, page 72.
- In pairs, students play a version of *Pass the letter* (Games Bank, page 85). One student draws a letter (*l* or *q*) on their partner's back. The student guesses the letter. Students take turns.

Presentation

1 Talk about day and night with the class. Say when you see the moon it is called *night*. Use a picture of the moon, and do the same with the day and the sun. Show the two pictures of the moon and the sun clearly to make sure that the students understand the concept well. Then, show the moon and say *night*. Ask students to repeat, and then show the model of the sun and say *day*. Ask students to repeat.
2 When you are completely sure that the students understand the concept of day and night, you can mention that the night comes after the day using the pictures and moving them as if one is following the other.
3 Ask if they can tell you what they do at night (*I go to bed*) and during the day (*I get up*, *I have breakfast*, *I go to school*, *I have lunch*, *I play with my friends*, *I have dinner*). Accept any other activities they do at night or in the daytime.
4 Revise the daily activities using the pictures.





5 Draw a simple picture of the sun on the left-hand side of the board and a simple picture of the moon on the right-hand side, to represent day and night. Ask a student to come to the board and put one of the daily activities pictures on the correct side of the board.
6 Repeat with different students for the rest of the pictures. (The only daily routine picture in the night section should be *go to bed*.)

1 [CD 1.43] Listen and point

1 Help students to find page 74. Look at the pictures together. Ask students what they can see. Help students to identify the daily activities. Ask *What's this? (I get up, I have lunch, I go to bed)*.
2 Show the students a big picture of the sun and hold it above your head. Stand up slowly and say *I get up*. Encourage students to do the same, stretching their arms above their heads. Sit down slowly. Say *I have lunch*. Mime having lunch. Lay the sun picture on the floor. Pick up the picture of the moon. Say *I go to bed*. Yawn and mime sleeping.
3 Point to the photos on the right of the page. Say *Is it day or night?* Discuss the times of day that each photo shows (1 morning, 2 day, 3 night).
4 Explain that the students have to listen and match the activity to the time of day.
5 Play part 1 of the CD. Ask students to point to the correct photo (the boy getting up). Ask students to point to the correct time of day on the right.

2 Look and join

1 Check that they are all pointing to the early morning photo and ask them to draw a line from photo 1 to the early morning.
2 Repeat for parts 2 and 3 of the CD.

Audioscript

Narrator:	*1*
Boy 1:	*Good morning! I get up. It's morning.*
Narrator:	*2*
Girl 1:	*Hello! I have lunch. It's day.*
Narrator:	*3*
Boy 2:	*Good night. I go to bed. It's night.*



Digital link: A video about the different times of day can be accessed by scanning this QR code.

LESSON 6 page 75

1 [CD 1.44] Look, listen, and say

1 Point to page 75.
2 Point to the pictures of the sunrise, midday and sunset, and revise the concept of day and night.
3 Point to each of the daily activities in the pictures. Ask *What is it? (get up, go to school, have dinner)*.
4 Play the first part of the CD and ask the students to point to the pictures. Check that they are all pointing to the correct pictures.
5 Continue playing the CD and ask students to point to each picture as they hear it on the CD.
6 Ask students why the pictures are in a circle (because the sun goes up and down every day and we do the same daily activities).



Audioscript

Adam: *Good morning! It's morning. I get up.*
It's day. I go to school.
It's night. I have dinner.

Good morning! It's morning. I get up.
It's day. I go to school.
It's night. I have dinner.

Extra practice

- Ask students to work in pairs and show page 75 to their partner. Tell them to point at the pictures and say the activities.

Fast finishers

- In pairs or small groups, students play *Mime it* (Games Bank, page 85) to practice the daily routines.

Practice game

- Play *What's missing* (Games Bank, page 86) with the pictures of daily activities.

For the next class

1 Ask students to bring in some pyjamas and any object or cuddly toy they like to take to bed, or a bedtime story that they would like to show the class.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We learned about day and night.*
  We talked about the sun going up and down.
  Next we will make a book about our day.

LESSON 7 page 76



Objectives: To work on a project to make a daily activities mini book
To present your book to the class
To assess your own learning

Life skills: Creativity and communication

Vocabulary *get up, go to bed, go to school, have breakfast, have dinner, have lunch, play with my friends*

Language: *I get up. I have breakfast.*

Materials: Student's Book, pages 76 and 77
Pictures of daily activities: get up, go to bed, go to school, have breakfast, have dinner, have lunch, play with my friends
A completed daily routines book to show the class if possible
Coloring pencils or crayons
Scissors

Opener

- Play *Point to the picture* (Games Bank, page 85) using the pictures of daily activities.



Presentation

1 Make sure you are well prepared before the class. Refer to the cut-outs on pages 93-95. Cut them out and stick them on folded paper (as shown on page 60 of the Student's Book), so that they open like a mini book. Show your mini book to the class and tell them that they will make one like it.
2 Say *This is a daily routines book.*
3 Make sure each child has seen it properly by taking it around the class.

1 Make a daily routines mini book

1 Help students to find page 76.
2 Look at the pictures together with the class. Say *Look! The children are making daily routines books. Here are the materials. I can see crayons and pencils. Look, they are coloring and folding their books.*
3 Explain to the class that they are going to make their own daily routines books following the instructions in the pictures: *Now you try.*
4 Distribute the items which the students need to make the book. Help students to find the Unit 4 cut-outs at the back of their Student's Books.
5 First, students cut out the two parts.
6 Then they color and draw the missing part of each picture (they decorate the bed cover, draw food they like to eat on the plates for breakfast and lunch, color in the backpack, the ball and the teddy bear.) Then help students to fold the pages to make their books.
7 Monitor the students' work. Encourage them to help each other and share coloring pencils, crayons and scissors.
8 Ensure that they clean and tidy up when they finish.

2 Look and say

1 Help students to show their daily routines books to their group and then to the class.
2 Encourage students to turn the pages of their book and say *I get up, I have breakfast, I go to school, I have lunch, I play with my friends, I have dinner, I go to bed.*
3 You can display these books in the classroom.

LESSON 7 page 77

1 Show and tell

1 Make sure that the students have their pyjamas, cuddly toys and other bedtime things with them. Students can put their pyjamas on over their clothes and place their other things on your table. If they don't have an item with them, this isn't a problem, because they can talk about their daily routine book instead.
2 Help students to find page 77. Look at the page with the class, and explain that the children in the photograph are talking about the items which they have brought in from home. They are all wearing their pyjamas, too.
3 Say *Let's talk about our things. Let's go to bed.*
4 Choose an item and ask the child who brought it in to come to the front.
5 Encourage them to mime holding or using the item and going to bed. They can say *I go to bed.* Encourage students to use words and phrases that they have learned, such as: *It's a (book) or It's (red).*
6 If you have time, read one of the bedtime stories the students have brought in or sing an English lullaby and mime falling asleep. Then say *Let's get up, everyone!* students stretch their arms above their heads.

2 Look and color

1 Hold up your book. Point to the vocabulary words. Ask *What are they?* to elicit the words. Ask the students if they know these words. If they know the words, they should color the smiley face next to the words.
2 Point to the *Life skills* photo. Ask *What is he doing?* to elicit that he's getting ready to go to school (self management). Discuss why getting ready independently is important. Ask students to color the smiley face next to the photo if they feel that they have learned about this.
3 Draw the letters *l* and *q* on the board. Point to the lion in the book. Ask *What is it?* to elicit *lion.* Ask students to point to *l* or *q* on the board. *Which is the correct letter for*



this word?

4 Point to the queen. Ask *What is it?* to elicit *queen*. Ask students to point to the correct letter on the board.
5 With your back to the class, write a large letter *l* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for *q*.
6 Ask your students to color the smiley face next to the phonics words if they know the letters and sounds.
7 Point to the *Project* picture. Remind students about the daily routines book they made. Ask them to color the smiley face.

Practice game

- Play *Word whispers* (Games Bank, page 86) to revise all the unit vocabulary.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We made a book about our day.*
  We talked about going to bed.
  Next we will revise words from units 1-4.
- Say *Thank you!* to the class for being active and polite. Ask students to say *Thank you!* to their shoulder partners for being helpful.



PLAY TIME page 78



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Color and number

1 Ask students to color the pictures carefully.
2 Tell the students to think about the order in which they do these activities every day. The first activity of the day is get *up*, so *1* is in the circle next to this picture.
3 Ask students to write the numbers for the rest of the activities in the circles next to each picture. Accept all reasonable answers (*play with friends* can be at any time of day).




Play time Unit 4

1 Look and draw ☺ ☹

① ② ① ②

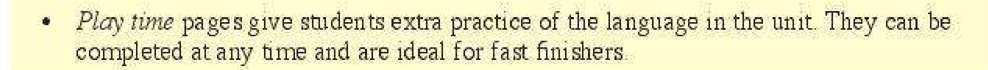
③ ④ ③ ④

Teacher assessment

79



PLAY TIME page 79



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and draw ☺ ☹

1 Tell students to look carefully at the pictures.
2 If a picture shows something good that they should do, they can draw a happy face. If a picture shows something bad that they shouldn't do, they can draw a sad face.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.

LESSON 1 page 80

Objectives: To revise the vocabulary from units 1-4

Language: Unit 1: *climb, hop, jump, kick, run, skip*
Unit 2: *drum, flute, guitar, piano, triangle*
Unit 3: *bathroom, bedroom, garden, house, kitchen, living room*
Unit 4: *get up, go to bed, go to school, have breakfast, have dinner, have lunch, play with friends*
Numbers: six, seven, eight

Materials: Student's Book, pages 80 and 81
Class CD
Coloring pencils or crayons

Opener

- Welcome the children with a smile.
- Revise the vocabulary from units 1-4 with a game of *Guess the picture* (Games Bank, page 84).
- Play *Color show* (Games Bank, page 84) to revise all known colors.

1 Look, listen, and point

1. Help the students to find page 80.
2. Ask students *Who can you see?* Point to Busy Bee and ask *Who is this? (Busy Bee).*
3. Then ask students what they can see in the left column on the climbing frame *What can you see? Yes, numbers.*
4. Point to the number 6 and ask *What is this? (six).* Say *Yes, it's six.*
5. Repeat the procedure for the numbers *7* and *8*.
6. Play the first sentence on the CD. Say *Listen and point.* Students point to the corresponding numbers as they hear them mentioned.
7. Repeat the procedure for the other columns of pictures.

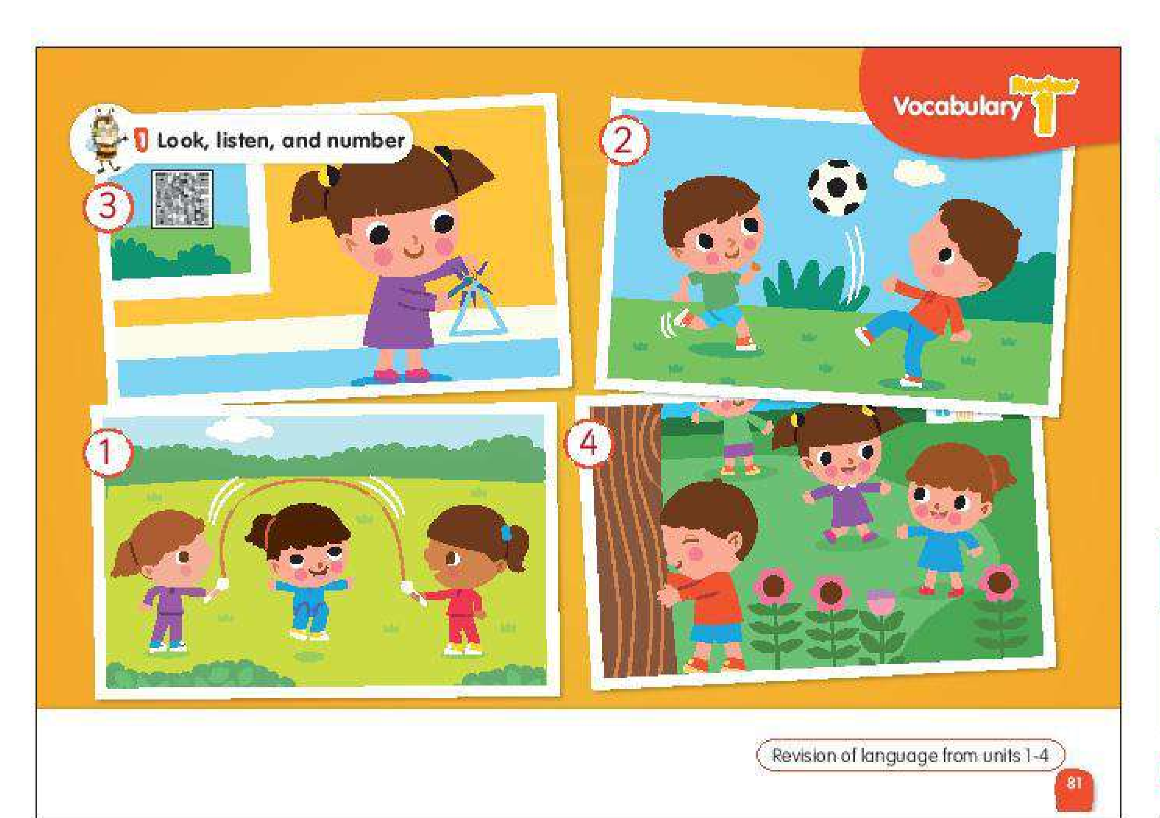


Audioscript

Narrator:	*1*
Youssef:	*six, seven, eight*
Narrator:	*2*
Adam:	*drum, guitar, flute, triangle, piano*
Narrator:	*3*
Dina:	*climb, skip, jump, kick, run*
Narrator:	*4*
Laila:	*get up, have breakfast, go to school, have lunch, play with friends*
Narrator:	*5*
Youssef:	*bedroom, bathroom, kitchen, living room, garden*
Narrator:	*6*
Dina:	*pink, blue, yellow*

2 Color the star

1. Hold up the book and point to the star.
2. Ask the students to color the star carefully to show that they have finished this page.



LESSON 1 page 81

1 Look, listen, and number

1 Look at the four pictures with the class. Ask them who and what they can see in the pictures. Point to a character and ask *Who is this? (Adam, Dina, Laila and Youssef)*. Make sure students can remember the names of the characters.
2 Then point to items on the page and ask *What is this? It's (a triangle)*. In the pictures, Dina is playing a triangle, Youssef and Adam are kicking a ball, Laila is skipping, and Adam, Dina and Laila are playing hide and seek.
3 Tell students they are going to listen and number the pictures in the correct order: *Listen and number.*
4 Play the CD, pausing after each mini-dialog. Students listen to the CD and number the pictures.

Audioscript

Narrator:	*1*
Laila:	*I can skip.*
Narrator:	*2*
Adam:	*I can play football.*
Youssef:	*I can play football, too.*
Narrator:	*3*
Dina:	*I play the triangle.*
Narrator:	*4*
Dina and Laila:	*We play with our friends.*

Fast finishers



- Students practice the vocabulary from units 1-4 with a partner using the pages in the book. One student points to something and asks *What's this?* Their partner replies *it's a (piano).*

Consolidation game

- Play *Mime it* (Games Bank, page 85) to practice any of the words from the page.

Review 1

LESSON 2 page 82

Objectives: To revise the letter sounds from units 1-4 - /k/, /t/, /p/, /g/, /I/, /ʌ/, /l/, / kw/

Vocabulary: *pencil, guitar, kick, teddy bear, ink, umbrella, lemon, queen*

Language: Unit 1: *kick, kite, teddy bear, Karim, Talia*
Unit 2: *leg, lion, lemon, quiet, Lamya, Queen*
Unit 3: *guitar, green, piano, pink, Gamila, Peter*
Unit 4: *in, ink, insect, up, umbrella, Injy, Uncle*

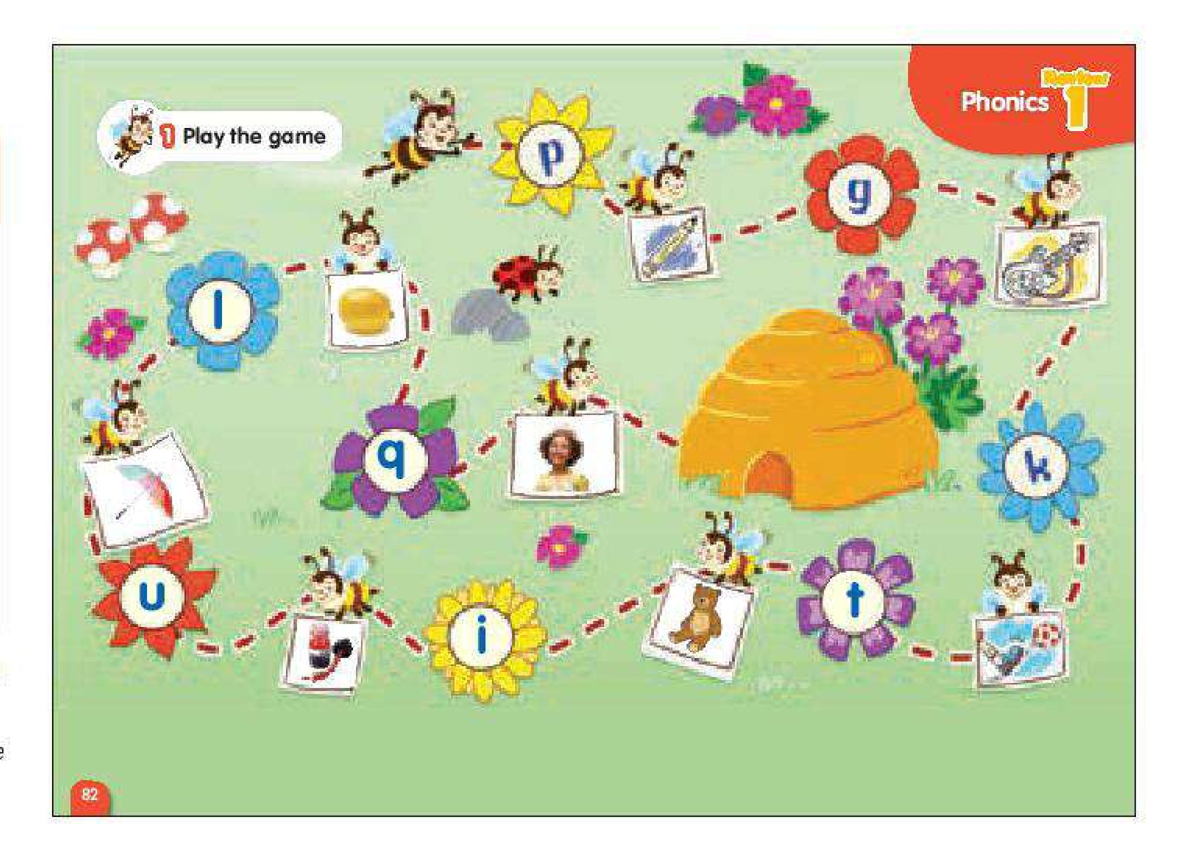
Materials: Student's Book, pages 82 and 83
Pictures of a guitar, a person kicking a ball, a teddy bear, ink, an umbrella, a lemon, a queen

Opener

- Revise the sound /k/ by showing the picture of someone kicking a ball and eliciting *kick*.
- Write the letter *k* on the board and say /k/. Point to the letter and say /k/. Students repeat the sound /k/ with you.
- Then point to the picture again and elicit *kick*. Point to the letter k on the board at the same time, so that the students are saying /k/ *kick* repeatedly.
- Repeat the procedure for /t/ *(teddy bear)*, /p/ *(piano)*, /g/ *(guitar)*, /I/ *ink*, /ʌ/ *umbrella*, /l/ *lemon* and /kw/ *queen*.

1 Play the game

1 Help students to find page 82. Point at Exercise 1.
2 Say *Look! A game*.
3 Use the pictures to elicit the vocabulary. Point and ask *What's this? (pencil, guitar, kick, teddy bear, ink, umbrella, lemon and queen) and the sounds (/k/, /t/, /p/, /g/, /I/, /ʌ/, /l/ and /kw/).*
4 Demonstrate how to play the game. Hold up your book to show the game board. Explain that the students should play in pairs and have to take turns.
5 The first player points to the first flower on the game board. They say the sound on the flower and the word for the picture that follows the flower /p/, *pencil*. The second player, points to the next flower and says the sound and the word for the picture following that flower, and so on.
6 They can play the game more than once, or with different partners, if time allows.





LESSON 2 page 83

1 Listen and point

1 Help students to find page 83. Hold your book up.
2 Look at the first picture with the class. Explain that there are two girls and they are talking to each other. Tell the students that they are going to listen to the two girls.
3 Say *Listen and point*. Play the first dialog on the CD to the class. Ask students to point to the person speaking. They should start with the person on the left each time.
4 Repeat the procedure for the other pictures and the other sections of the CD.

Audioscript

Narrator:	*1*
Girl 1:	*I can hop.*
Girl 2:	*I can hop, too!*
Narrator:	*2*
Boy:	*It's a ball.*
Narrator:	*3*
Girl 1:	*I have lunch.*
Girl 2:	*I have lunch, too.*
Narrator:	*4*
Boy 1:	*I play the drum.*
Boy 1:	*I play the drum, too!*

2 Act

1 Play the first dialog on the CD. Say *Listen*. Ask one of the students to model it with you. Say *I can hop*. Help the student to reply *I can hop, too*.
2 Students work in pairs to do the speaking activity, using the pictures to help them.
3 You could also play the CD and pause before the words *hop*, *ball*, *lunch* and *drum* and ask students to complete the sentences.
4 Confident learners can demonstrate their skills in the speaking activity in front of the class.

Fast finishers



- In pairs, students play *Copy it* (Games Bank, page 84) to revise the letters *k*, *a*, *p*, *g*, *i*, *u*, *l* and *q* and their letter sounds /k/, /ae/, /p/, /g/, /I/, /Λ/, /l/, /kw/.

Practice game

Play *Word whispers* (Games Bank, page 86) to revise all the known vocabulary.

Catch and say (1)

Use this game to practice vocabulary. You can play as a whole group or in pairs or small groups. Choose a set of vocabulary, e.g. toys. In pairs, students throw and catch, or roll a ball to each other. Each time they have the ball, they say the name of something from the unit and the group or their partner repeats. The student can then either pass the ball back to you to throw, roll to the next student or to another student who tries to think of a different word.

Catch and say (2)

You could also build the vocabulary set by asking students to repeat all the words they have heard so far and then to add another word each time they have the ball.

Circle it

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters (and simple shapes or pictures if students only know one or two letters) on the board. Ask for a student to come to the board and circle and say a letter sound, e.g. the letter *h* (/h/). The student comes to the board and circles the letter *h*. Repeat with other students and letter sounds.

Color show

Use this game to practice colors vocabulary. Roll or throw a soft ball or beanbag to a student and say *Show me (yellow / red / blue / green).* The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color.

Color spot

Use this game to practice colors vocabulary. Say: *Find something (red).* Students find and point to something red in the classroom. It does not matter if they do not know the vocabulary as long as the color is correct.

Copy it

Use this game to practice pre-writing skills. Students work in pairs. Give one student from each pair a picture of a simple line or shape. The student uses a finger to draw the line or shape on the other student's back. The second student then draws the line or shape on paper and they see if it matches the first line or shape that was drawn.

Follow the pattern

Use this game to practice motor skills and cooperative skills. In pairs, students stand at one side of the room. One student walks to the other side of the room, following a meandering path. The other student follows behind. When all students get to the other side of the room, they repeat with the other student leading.

Go to the word, card or letter (1)

Use this game to practice vocabulary or letter sounds. Write words or letter sounds on pieces of paper or use the flashcards. Place three or four of the words or letter sounds you are reviewing, e.g. h/hello, b/book, r/robot and d/daddy, in different corners of the room. Ask the children to move around the room to music (you could play one of the songs from the unit). When the music stops, students go to one of the letter sounds or vocabulary items before you count to three. Without looking, say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play several times, making sure you use every word or letter sound.

Go to the word, card or letter (2)

You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students until every student has had at least one turn and you have called out all the words or letter sounds.

Guess the picture

Slowly draw a picture of a vocabulary item, e.g. *board, book, chair, crayon, pencil* or *table* for classroom objects on the board or on a piece of paper. Pause for students to guess the word. Students could play in teams, with each group trying to guess first.

Hello!

Use this game to practice language. Ask students to sit in a circle. Say a student's name and roll a ball to that student. Help the student to say *Hello, I'm (name)*. Say *Hello, (name)* and encourage the class to join in. The student then rolls the ball to another student and the game continues in this way until all the class have taken part.

Memory

Use this game to practice vocabulary. You need a set of real items, e.g. a doll, a teddy bear, a robot, a balloon, a car, a ball. Place some of the items on a table and give students a short time to look at them. Cover the items with a cloth, and ask students to remember the items they saw.

Mime it

Use this game to practice vocabulary. Mime one of the vocabulary words for the class to guess, e.g. robot. The class says the word for your mime. You could invite a confident student to do a mime for you to guess. Students can also play in pairs.

Mingle

Use this game to practice language. Students stand up and walk around the room. When you clap, they stop and find a partner. They do a mini-dialog with their partner, for example: *Hello, what's your name? I'm (Sara).* When you clap again, they walk around again until you signal that they should stop and do the dialog again with a new partner.

Missing sound

Use this game to practice letter sounds. Write a list of letter sounds on the board, e.g. *h/hello*, *b/book* and *r/robot*, and elicit the letter sounds: */h/*, */b/* and */r/*. Point to each letter sound in turn and ask students to say the sound. Then ask students to close their eyes. Remove one letter sound and ask *What's the missing sound?* Students tell you the missing sound.

Pass the letter / number

Use this game to practice letter formation. Play in groups. Students stand in groups in lines in front of the board, one behind the other. Trace a letter, for example, *h* on the back of the last student in the line. The student traces that letter on the back of the student in front of them, who then traces it on the student in front of them. They continue this until the letter reaches the student beside the board. That student writes the letter on the board. Check if it is correct. The student beside the board moves to the back of the line. Repeat the game with a different letter. You could also play this game with numbers to practice number formation.

Point to it

Use this game to practice vocabulary when you have real items, e.g. food (or toy food), classroom items, parts of the body, clothes. Choose one of the vocabulary items and say *Point to a (crayon).* Students find and point to the item.

Point to the picture

Use this game to practice vocabulary using pictures of items cut out of magazines, when real items are not available, e.g. course characters, family members, animals, numbers or using flash cards. Display the cut-out pictures. Say one for the words, e.g. *daddy*. If students think they know which picture is *daddy*, they put up their hands. Choose a student to come to the board and point to the front of the classroom and point to the picture of *daddy*. That student says the next word and chooses the next student to come and point to it. Alternatively, students could play this in pairs, using the Student's Book page.

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for, e.g. pencils, crayons and books. They will need enough of each item to show the numbers you are practicing. Say the number, for example: *two*. Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.

Sorting

Use this game to practice sorting items into different categories, e.g. healthy and unhealthy food. Students play in groups. Use pictures you have brought in of healthy and unhealthy foods and some reusable adhesive. Draw two circles or sections on the board. Draw a symbol for each circle, e.g. a green spoon or green tick at the top of one side, and a red spoon or red tick at the top of the other side. Show one of the pictures to the first group and ask them to stick it in the correct area on the board. Show the next picture to the second group. Groups get a point for each correct answer.

Teacher says (1)

Use this game to practice vocabulary and language. Give instructions for the students to carry out with you. Say *Teacher says… touch your (nose)* and touch your own nose. Students touch their noses. Continue with *eye*, *hair*, *ear*, *mouth* and *hand*. Then say *Touch your (nose)*, without saying *Teacher says*, and show students that you are not doing the action. Students only do the action if you say *Teacher says*.

Teacher says (2)

You can play an adaptation of the game. Say *Touch your nose* but touch your own ear. Students say *No!* and show the correct body part by touching their own nose and saying *Touch your nose*.

Tracing letters or numbers

Use this game to practice letter or number formation. Play in pairs. e.g. one student traces a number from 1 to 5 on the back of the other student. The student says the number and then they swap roles.

What's (Who's) missing?

Use this game to practice vocabulary. Display a set of pictures cut out of a magazine, e.g. camel, elephant, giraffe, lion, monkey, snake. Revise the vocabulary. Ask students to shut their eyes, and remove one picture. Ask *What's (Who's) missing?* Confirm the answer by showing them the picture.

What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. board, book, chair, crayon, pencil and table. Demonstrate with a confident student. Show the student an item, e.g. a book, and ask *What's this?* Help the student to reply *It's a (book)*. Ask the class: *Is it a (book)?* The rest of the group says *Yes. It's a (book)*. Swap roles, encouraging the student to hold the item and to ask you *What's this?* This time say the wrong item *It's a (board)*. Encourage the student to ask the class: *Is it a (board)?* The rest of the class replies *No! It's a (book)*. Students can also play in groups.

Word whispers

Use this game to practice vocabulary. You need pictures of vocabulary items or words or letter sounds written on pieces of paper. Students sit or stand in a line or circle. Show the first student in the line one of the words, letter sounds or pictures, e.g. doll, without letting the rest of the group see. The first student whispers: *doll* to the student next to them, who whispers the word they have heard to the student next to them, until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the pictures, words or letter sounds and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.

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